

PITMANIC
SHORTHAND
INSTRUCTOR

CHARLES T. PLATT



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PITMANIC SHORTHAND INSTRUCTOR



BY

CHARLES T. PLATT

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INTRODUCTION.

1. This book is an *instructor* in Pitmanic Phonography. That is, it does not present merely a *skeleton* of shorthand and depend upon a supplementary magazine to furnish the necessary explanations; such a plan would give a captivating appearance of simplicity, but to that extent lessen the book's honest value to both learner and teacher. Its bulk is due partly to the abundance of systematic practice matter, and partly to the fact that it stands proxy for the teacher and furnishes the many explanations which consume his time and sap his energy. The book is so prepared that almost any violation of principle may be referred to an explanatory paragraph covering it. The teacher is thus enabled to devote his attention to solving those difficulties which vary with the personality of the individual and which cannot be easily forecast by an author.

2. Sentences are introduced in the Vowel lesson, and letters in the Circle and Loop lesson—thus early imparting a practical flavor calculated to arouse and maintain the interest of the learner.

3. Each lesson contains sufficient keyed matter to thoroughly illustrate the subject, and at the same time enough unkeyed exercises to furnish the teacher a test of the learner's fitness to proceed to the next stage. (For working plan, see page 1-par. 3; and pages 14, 21, 53-par. 103, and 74-pars. 1 to 8.)

4. At the end of the book is presented a review in the shape of an index and practise-words, which serves as a comprehensive test of the learner's knowledge of the principles and his fitness to begin miscellaneous dictation.

5. One plan of teaching shorthand is to rush the pupils through the principles (it can be done in less than two weeks), and then build the reporting ideas upon this foundation. Another way is to allow the student to thoroughly "soak" in the principles (say, for a couple of

months) before beginning to erect the reporting superstructure. The author has tried both methods during the past fifteen years, and his verdict is emphatically in favor of the latter plan; the student reaches the goal of proficiency quicker this way than by any other. This book conforms to the latter method.

6. As to the merits of Pitmanic Shorthand, no argument is needed here. That it is inherently adapted to meet all the needs of verbatim reporting is being constantly demonstrated in the business house, in the courts, in the legislatures, and in congress. And it has for its exponents some of the most brilliant reporters in the world,—such as David Wolfe Brown, Fred. Ireland, Isaac Dement, etc. In comparing systems, their practical value is the main point rather than any small difference of time during the learning stage. (See “My Kindergarten,” on page 275.)

7. As to the “style” of the Pitmanic Shorthand presented in this book, there are but few important variations from orthodox Benn Pitman forms, and these result mainly from the effort to remove shorthand from the realm of the purely mechanical and to elevate it to the plane of a science. The spoken syllable is the basis of phonographic representation, and scientific shorthand makes its material conform to this idea as far as rationally possible. Having established a relationship between the spoken syllable and the shorthand equivalent, the learner is then prepared to write almost any word—a long word, as a rule, being merely a combination of syllables. This, with some slight qualifications, is the scientific plan—it matters not whether you call it the “syllable method,” the “word method,” or what not. If strict adherence to rule (which stamps it as a science) occasionally imposes a manual check, it on the other hand gives mental impetus—and a general averaging will show not only no loss of speed but also a great gain in legibility and quickness of learning.

8. (a) Catering to this syllabic representation results in any unusually strict application of the rules governing the writing of R, L, and SH, which are formulated as follows :

(b) Write downward when immediately following an initial vowel (as in “ark,” “elm,” etc.), or when the last stem-consonant and not followed by a vowel sound (as in “pile,” “piles,” “piled”; “pair,” “pairs,” “paired,” etc.).

(c) Write upward when the first sound in a word (as in “rake,” “lame,” etc.), or when the last stem-consonant and followed by a vowel sound (as in “pillow,” “pillows,” “pallets;” “tarry,” “tarries,” “turrets,” etc.).

9. Rules apply to primitives (roots), and derivative sounds are built upon the primitive forms in constructing derivatives.

10. Utility of the N-curl.—Un being a left motion (involute) curve, it joins awkwardly with right-motion (evolute) circles in writing such words as “arson,” and the temptation is to write the unsyllabic Ru in order to secure the facility of movement conferred by the left-motion circle. To meet such difficulties, and avoid departures from the syllabic idea, the use of the N-curl is applied to the termination of outlines (following circles, as in “arson,” “mason,” “frozen,” etc.). The same restriction is placed upon its use at the end as at the beginning of forms (as in “enslave,” “unseemly,” “unsurmised”), viz.: the curl is used only in connection with right circles, never in connection with left circles. This restriction makes it a benefit, without tincture of danger. It would not be used in “insight,” “unsafe,” “fas(t)en,” “reason,” “dozen.”

11. (a) Utility of the “Ed” Tick.—The ordinary treatment of the “ed” syllable (as in writing “treat-ed,” “sort-ed,” “slight-ed,” etc.), either necessitates a distortion of the primitive form or a separation of the Du-stem. The Ed-tick is introduced to obviate this difficulty. Its mission is solely to avoid the reconstruction of primitive forms or the disjoining of the Du-stem. It is an expedient, i. e., a last resort. The following rules show its restricted use:

(c) The “ed”-suffix syllable is added by halving if the primitive form terminates in a full length stem (as in “wait-ed,” “recit-ed,” “exceed-ed,” etc.)

(c) The "ed" syllable is added by the Du-stem if the primitive terminates in a half-length to which the Du-stem can be legibly joined (as in "need-ed," "separat-ed," "plott-ed," etc.).

(d) The "ed" syllable is added by the Tick when the primitive form terminates in a loop (as in "roast-ed," "jest-ed," etc.), or in a half-length with which the Du-stem does not join legibly (as in "treat-ed," "sport-ed," "sort-ed." The tick is to be preferred in a word like "slight-ed." It may be written at any angle; and, used in the restricted way recommended, does not seriously conflict with the "the"-tick.

12. The variations from orthodox Benn Pitman forms will be found to hinge mainly upon these features, coupled with a restriction in the use of word-signs and contractions for infrequent words, and a very few changes in word-signs.

CHAPTER I.

PHONETIC INTRODUCTION TO PHONOGRAPHY.

1. **Phonography** (from the Greek, meaning "sound-writing") expresses **spoken** language—that is, the **pronunciation** of words, not their spelling. For example, the word "though," despite its six letters, possesses but **two sounds** (th-o), and therefore only **two shorthand signs** are required for its representation.

2. **Phonetic** representation requires a **sign** for each **sound**; therefore, as thirty-four distinct sounds are recognized in English speech, Phonography provides thirty-four signs for their expression. The illogical character of the common spelling is largely due to the fact that the Roman* alphabet provides but twenty-six letters for the expression of these thirty-four sounds. There being not enough letters to go around, one character is often compelled to do service for several different sounds. For illustration, note the various sounds of "a" in "all," "ark," "am," "ate," "fair," also the various sounds represented by "ough" in "tough," "dough" "bough," "hiccough" (hikup). Numerous similar illustrations might be presented, but these are sufficient to demonstrate to the learner the uncertainty of our alphabetic letters as a guide to **pronunciation**.

3. The student of Phonography *finds less trouble in memorizing the shorthand characters than he does in determining the sounds of words* which those shorthand signs represent. His almost unconscious tendency is to represent the unphonetic and *silent letters* rather than

* So called because derived almost directly from the Romans. It can, however, be traced back to the Phenicians—up through the Hebrew, Greek, Latin (Roman), and Anglo-Saxon. It was not invented to express the phonetic elements of the English language; merely adapted so as to indifferently answer our needs; hence the incongruities of our spelling.

the *sounds* of words, and the result is numerous errors and slow progress. It appeals to reason, then, that before beginning the study of **sound-representation**, the learner should possess some knowledge of the **phonetic structure** of language. A preparatory consideration of this phase of the subject will facilitate his mastery of the **practise** of shorthand—in fact, this preliminary study is the foundation of **practise**.

WHAT IS SPEECH?

4. Speech is the product of **expired** (exhaled) **breath**. If the air, after being expelled from the lungs, is allowed to pass through the wind-pipe and the mouth, or the nose, without obstruction, it is simply **breath**. But if the breath is obstructed by the **vocal chords** or by the **partially-closed mouth**, various sounds are produced, and **speech** is the result of associating ideas with those sounds and their combinations.

HOW ARE THE SOUNDS OF A WORD DETERMINED?

5. The various sounds of a word are determined by pronouncing the word so slowly that the ear can detect each individual sound. This is styled “analysis”—separation of the component parts. In the following illustrations of sound-analysis, the hyphen indicates the sound-division: Dough, d-ough; ode, o-de; each, ea-ch; etch, e-tch; egg, e-gg; age, a-ge; ice, i-ce; sigh, s-igh; etc. Practise on separating the sounds of these words (disregarding all silent letters), and then reuniting the sounds to again form the words, until the operation is well understood. Note that “tch” in such words as “etch,” “catch,” etc., have the same sound as “ch” in each. Caution.—Do not name the *letters*; utter only the sounds which the letters represent in the word.

WHAT ARE THE GENERAL DIVISIONS OF SOUNDS?

6. English speech is divided into **two general divisions** of sounds—**consonants** and **vowels**.

WHAT IS A VOWEL SOUND?

7. If the exhaled breath is **obstructed by the vocal chords** (which are located at the upper extremity of the windpipe), it becomes sounding; and such sounds, when allowed to pass on out through the open mouth *without further obstruction*, are styled "vocals," or "**vowels.**" The vowels are the musical sounds, which accounts for vocalists slighting consonants and singing with the mouth more or less open. Disregarding fine distinctions, twelve **elementary vowel sounds** are recognized in Phonography. These are indicated by the italicized letters in the following words, which present the vowel sounds in the same relative order as shown in the vowel scale in Plate 6: *Eat, Ate, Ah, All, Ode, Ooze, It, Ebb, At, Odd, Up, Foot*. Analyze these words as directed in paragraph 5.

WHAT IS A CONSONANT SOUND?

8. If the exhaled breath, after entering the mouth cavity, is obstructed by the Palate, Tongue, Teeth, or Lips, the sounds styled **consonants** are produced. Phonography recognizes **twenty-one** consonant sounds. They are illustrated by the italicized letters in the following words, which present the consonants in the same relative order as in plate 1, on page 8: *Pay, Bay, Tie, Die, Chew, Jew, Coe, Go, Few, View, Thigh, Thy, Ice, Eyes, Shay, Zhay, Lay, Are, Ray, May, Nigh, Hang*. Analyze these words as directed in paragraph 5.

SUB-DIVISION OF CONSONANTS.

MATED AND UNMATED.

9. The Consonants are divided into two general classes—**mated** and **unmated**. See plate 1.

10. **What are "mated" consonants—and why are they so called?**—It has been shown (see paragraphs 4 and 7) that two qualities of breath enter the *mouth cavity* through the wind-pipe—**vocalized** and **unvocalized**. If, in their passage through the mouth, these two qualities of air-currents should alternately encounter the same obstruction

(the lips, for instance), nearly the same sound would be produced in each case—the only difference being that one is *louder* than the other. Or, to use the technical terms, one (the unvoalized breath) is **whispered**, and the other (the vocalized breath) is **voiced**. This difference is illustrated by the words “pie” and “buy”—the consonant of the first word being faint (whispered), and the consonant of the second word being heavy (voiced.) When a whispered and a voiced consonant are paired in this way they are styled **mates**. Of the twenty-one consonants, there are sixteen mates—eight pairs. Plate No. 1, first column, shows the mated consonants and their shorthand signs. It will be seen that the shorthand signs are arranged in pairs to correspond with the mated sounds—the light (whispered) sound of each pair being appropriately represented by a light sign, and the heavy (voiced) sound being represented by a heavy sign. The mated consonants are found in the following words, and are indicated by the italicized letters: *Pay Bay, Tie Die, Chew Jew, Coe Go, Few View, Thigh Thy, Ice Eyes, Shay Zhay*. Analyze these words as directed in paragraph 5.

11. What are Unmated Consonants?—and why are they so called?

The **unmated** consonants all originate in **vocalized** breath, and are therefore all **voiced**. They have no corresponding whispers in English speech, and therefore are **unmated**. The unmated consonants are shown in column 2 of plate 1, on page 8. Their sounds are found in the following words, being represented by the italicized letters: *Lay, Ar, May, Nigh, Hang*. Analyze these words as directed in paragraph 5.

EXPLODENTS AND CONTINUANTS.

12. With reference to their **duration** of sound, the consonants are further divided into explodents and continuants.

13. What is an Explodent?—Of the sixteen mated consonants, eight are uttered explosively, as if shot from a gun. On account of this peculiarity they are called **explodents**. The consonant sound

represented by "ch" in "chew" is an explodent. As, on account of their explosive origin, they shoot from the mouth in a direct course, they are appropriately represented in Phonography by **straight** lines (see plate 1, column 1). Analyze the words representing the explodents.

14. **What is a Continuant?**—The other eight mated consonants are not exploded, but can be prolonged indefinitely—made *short* or *long* at will. Hence they are styled **continuant**s. This variation in *duration* does not affect their *quality*. The consonant sound represented by "sh" in "shoe" is a continuant. Their issuance from the mouth in a continuous stream is suggestive of waviness, and on account of this flexibility they are appropriately represented in Phonography by curved, flexible lines (see plate 1, column 1). The unmated consonants are all continuants (see plate 1, column 2). Analyze the words representing the continuants.

PRECEDING DISTINCTIONS EMPHASIZED.

COMPARATIVE ILLUSTRATIONS.

15. Many errors made by the shorthand learner are due to ignorance of the subdivisions of consonants just referred to. Some important comparisons will now be presented in order to emphasize these distinctions and stimulate the discriminating faculties. Observe that in the following *pairs* of words, the italic letters in the first word represent a whispered consonant, and in the second word a voiced consonant—and that this is the only difference between the words of the **spoken** pair: *Thigh*, *thy*; *ice*, *eyes*; *wreath*, *wreathe*; *etch*, *edge*; etc. In the following pairs, the first word illustrates an explodent, the second word a continuant—this being the only difference between the words of the **spoken** pair: *Chew*, *shoe*; *cheap*, *sheep*; *catch*, *cash*; etc. Caution—Phonography does not recognize "t" in "catch," "match," etc., as having a distinct sound. The "tch" is treated as a consonantal diphthong* (identical with the sound repre-

*"Diphthong" means "double-sound." A vowel-diphthong is a close combination of two vowel sounds unseparated by a consonant, as "aw-ee" in "boy," etc. A consonantal diphthong is a close combination of two consonants unseparated by a vowel sound, as "mp" in "lamp," "st" in "cost," "pl" in "play," etc.

sented by "ch" in "much"), and is represented by a single sign in shorthand. See character No. 7, plate 2.

WHAT IS MEANT BY "ASPIRATE?"

16. The breath rather forcibly exhaled without obstruction other than a slight friction is styled "aspiration"—from "aspiro," meaning "to blow." This is the sound which in the Roman alphabet is represented by "H." The aspirate merely expresses rough breathing upon a **following** vowel sound, and comprises the distinction between the following pairs of words: Am, ham; ail, hail; at, hat; arm, harm; eve, heave; ope, hope; etc. Analyze these words. The phonographic sign of the aspirate is shown in plate 2, No. 26.

RECAPITULATION.

17. It is shown in the preceding presentation that there are in English speech twelve elementary vowel sounds, twenty-one consonants, and one aspirate. Also that the consonants are sub-divided into sixteen mated and five unmated, eight whispered and thirteen voiced, eight explodents and thirteen continuants.

UNPHONETIC NATURE OF THE ROMAN ALPHABET REVEALED AT A GLANCE.

18. As a final reminder of the unphonetic character of the common print, the Roman alphabet is presented below, associated with words illustrating the changes of sounds many of the letters undergo. Analyze the words into their elementary sounds, and note difference in value of the same letter in various words; also, understand that shorthand provides a separate sign for each of these sounds, and thus avoids the confusion incident to our longhand spelling:

A—Ate, at, all, are.

B—Bay, dumb (dum).

C—Cease (seas), car (kar), ocean (o-shun).

D—Guessed (guest), gazed.

E—Ebb, eat.

F—If, of (ov).

G—Egg, age (aje), rouge (roozh).

H—Hie, honest (onest).

I—It, ice (ise), pique (peek).

J—Joy.

K—Key, knife (nife).

L—Lay, talk (tawk).

M—May, mnemonics (nemoniks).

N—In, ink (ingk), autumn (autum).

O—Ode, odd, fool, foot, one (wun).

P—Pay, pneumonia (numonya), Philip (Filip).

Q—Queer (kweer), opaque (opake).

R—Ray.

S—Pass, pays (paze).

T—Tea, cautious (kawshus).

U—Up, use, pull, Luna.

V—Vow.

W—Way (oo-a), know (no), wrap (rap).

X—Dixey (Diksy), exist (egzist), Xerxes (Zerksez).

Y—You (e-oo), Ypsilanti (Ipsilanti).

Z—Zeal.

19. The preceding paragraphs having been given reasonable consideration, the learner will be qualified to intelligently commence the study of **sound**-representation. As the student advances, he will find it profitable to frequently review the Phonetic Introduction.

PHONOGRAPHIC PLAN OF REPRESENTING SOUNDS.
CONSONANT SIGNS, ETC.

MATED SOUNDS.							
CONTINUANTS.		EXPLODENTS.		Syllable-Names.	Sound-Names.	Phonographic Signs.	
Pee	Pu	/					
Bec	Bu	/					
Tec	Tu						
Dec	Du						
Chay	Chu	/ down					
Jay	Ju	/					
Kay	Ku						
Gay	Gu						
Ef	Uf	(
Vee	Vu	(
Ith	Uth	(
Thee	Thu	(
Es	Us)					
Zec	Zu)					
Ish *	Ush	/					
Shay+	Shu	/					
Zhay	Zhu	/					
UNMATED SOUNDS. CONTINUANTS.							
COM- POUND.		ASPIR- ATE.		COALESCENTS.		CONSONANTS.	
El *	Lay+	Ul	Lu	Ar	Ur		
Ray	Ru			Em	Um		
En	Un			Ing	Ung		
Way	Wu			Yay	Yu		
Hay	Hu			Emp	Ump		
Emb	Umb						

* Name of the DOWNWARD direction.

+ Name of the UPWARD direction.

CHAPTER II.

GLANCE AT GENERAL PLAN OF SOUND REPRESENTATION.

SEE PLATES I AND 2.

1. **Pointers to the Student.**—You are about to start on a journey in a strange realm. The book is your guide. Implicitly follow its instructions, and the termination of the shorthand trip will find you thoroughly informed as to all its important features. The **how to study** governs the arrangement of the text, and correct and speedy results can be attained only by strict adherence to the plan. Pursue the prescribed method as to studying and practising, and do not permit your own untried notions or the advice of novices to antagonize the results of experience; else you will be as a blind man who has passed through a beautiful land! No paragraph in the book can be safely slighted. A word to the wise is sufficient.

2. A comprehensive glance at each lesson will be given preliminary to its presentation in detail. This method will be found helpful to the student, and will facilitate his intelligent progress.

3. Plate No. 1 shows the various divisions of the stems in accordance with the phonetic structure of the language as explained in the Phonetic Introduction. Refer each heading (Mated, Unmated, Explodents, Continuants, and Aspirate) to its appropriate paragraph in the Phonetic Introduction, and thus acquire an understanding of the plan of sound-representation. Note that two columns of *names* are given. Those in the first column (Pee, Bee, etc.) are the conventional names used in the majority of text-books; but they are objectionable, partly owing to their misleading resemblance to the unphonetic long-hand letters, and partly because their *decided* vowel sounds embarrass synthetical work—viz., the *combination* of consonants to form words. The names in the second column (Pu, Bu, etc.) reflect almost the

pure consonant sound, and simplify synthetical work, on account of the obscureness of the vowel entering into their formation. These names are sounded as in "puck," "buck," etc., with the "ck" omitted. For illustration, note that "Pu-Ku" is more suggestive of "puck" than "Pee-Kay" is.

4. **Definition of Terms Used.**—(a) An "arc" is any portion of the circumference of a circle. In plate 2, the circles are each divided into four arcs.

(b) A "chord" of an arc is a straight line connecting the extremities of the arc. See plate 2.

(c) The consonant signs are called "stems" because in subsequent lessons other sounds will be made to grow upon them, as it were, by means of circles, hooks, etc., as the stems of a tree bear buds and leaves.

5. Plate 2 clearly shows the geometric origin of shorthand signs—the curved consonants being represented by the arcs of a circle, and the straight consonants by the chords of the arcs.

6. The **single** arrow points in plate 2 signify that the associated stems are always written in the direction indicated by the pointer—never in any other.

7. The **double** arrow points alongside Nos. 1 and 6 indicate that (under circumstances to be hereafter specified) these two stems may be written either up or down; they are therefore styled the **two-direction** stems.

8. Plate 6, page 28, shows the plan of representing the twelve elementary vowel sounds by means of light and heavy dots and dashes located at three various points alongside a consonant stem—its *beginning*, *middle*, and *end*. Each sign in each of these three positions has a fixed sound attached to it. For instance, the heavy dot at the beginning of a stem is always translated to mean the vowel sound as in "eat," "eel," or "pique" (peek), regardless of the long-hand spelling; the heavy dash at the beginning of a stem is always

translated to mean the vowel sound as in "all," "law," or "wrought," regardless of the longhand spelling, etc.

9. A horizontal (Ku) stem is used in the vowel illustrations in plate 6, to show the positions of the vowel signs. Any other one of the consonant stems, however, would have answered the same purpose.

10. Having taken this brief glance at the general plan, the study of consonant and vowel representation by phonographic signs will now be treated in detail—the **consonants** being first considered, as they furnish the **stems** alongside which the vowel signs are to be written.

CHAPTER III.

CONSONANTS.

FIRST STAGE.—TRANSLATION OF READING EXERCISE.

1. Plate 4 is now presented to the student as an interesting means of learning the consonant stems and the various ways of combining them. The translation of the outlines in plate 4 is effected with the help of plate 3, and the study of paragraphs 2 to 33.

2. The stems in plate 3 are arranged in four lines with reference to the attitudes of Pu, Chu, Tu, and Ku. That is, all the stems in line 1 have the same slant as Pu; those in line 2, the same slant as Chu; those in line 3 stand vertically like Tu; and those in line 4 lie horizontally like Ku. The stems in lines 1, 2, and 3 are classified as "*non-horizontal*" (not horizontal), to distinguish them in a general way from the *horizontal* stems in line 4.

3. Above each sign is its name from which the learner is expected to *analyze* the *stem's sound*. (See Chap. I, par. 5.)

4. In indicating the sounds of the phonographic signs, the single

PLATE 2.
 PHONOGRAPHIC EXPRESSION OF SOUNDS.
 GEOMETRIC ORIGIN OF THE CONSONANT SIGNS.

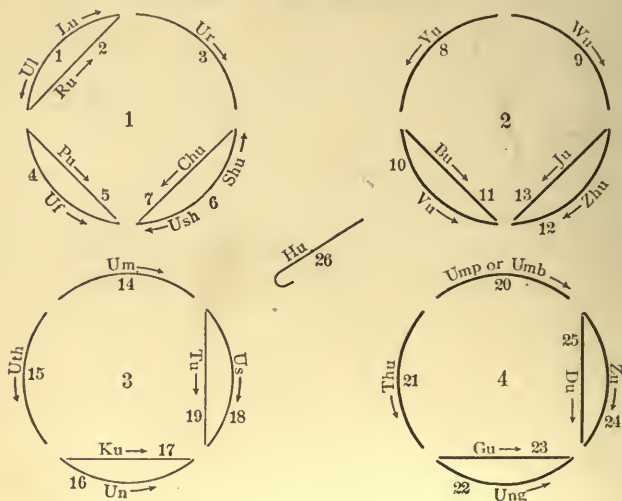


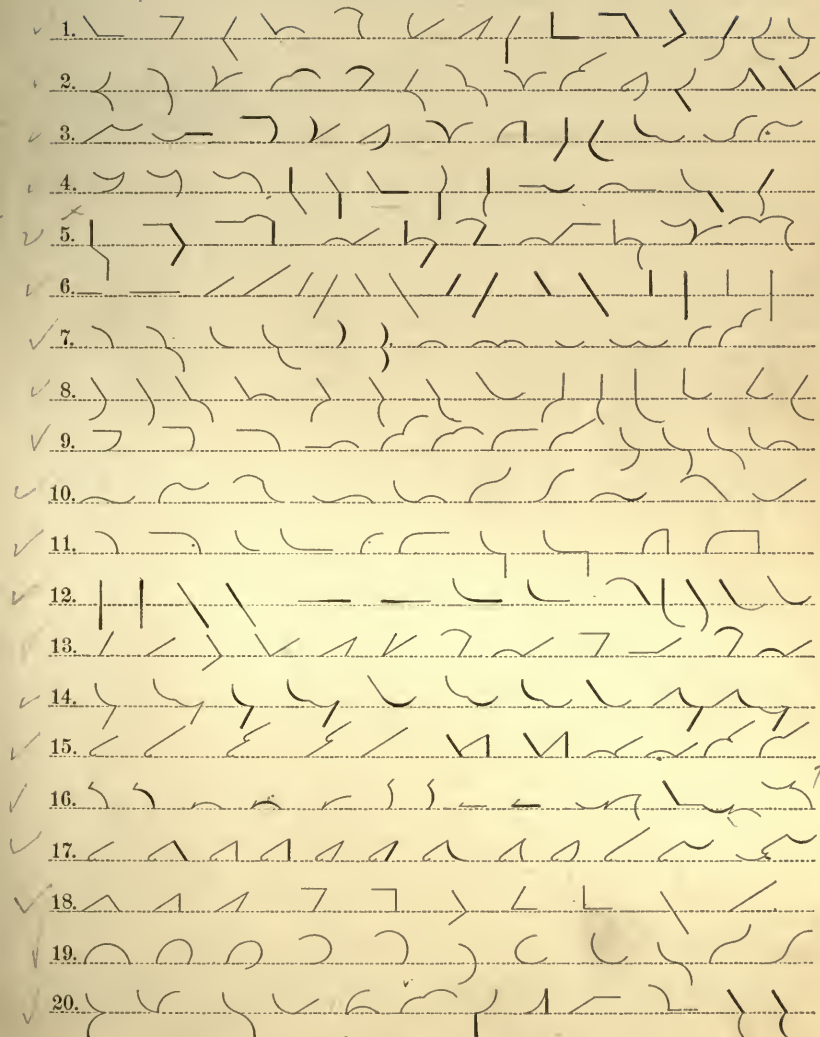
PLATE 3.
 CLASSIFICATION OF STEMS INTO THEIR FOUR ATTITUDES.

NON-HORIZONTALS.	LEFT OBLIQUE—ALWAYS WRITTEN DOWNWARD.					
	1.—Sound-Name:	Pu	Bu	Uf	Vu	Ur Wu
		\	\	\	\	\
	RIGHT OBLIQUE WRITTEN DOWNWARD					
	2.—Sound-Name:	Chu	Ju	Ush-(Shu*)	Zhu	Yu Lu-(Ul+) Ru Hu
		/	/	/	/	/
	WRITTEN UPWARD.					
	3.—Sound-Name:	Tu	Du	Uth	Thu	Us Zu
				(()
	HORIZONTAL—ALWAYS WRITTEN FROM LEFT TO RIGHT					
	4.—Sound-Name:	Ku	Gu	Um	Un	Ung Ump-Umb
		—	—	—	—	—

*Name of the UPWARD direction.

+Name of the DOWNWARD direction.

PLATE 4.
EXERCISE ON CONSONANTS.








Roman letters (P, G, N, etc.) are not employed, because many of them represent more than one sound, and their use would therefore be misleading. (See Chap. I, par. 18.)

5. In uttering the names in plate 3, do not call "Pu" Pee-You, nor "Bu" Bee-You, etc. Sound them as in "puck" and "Buck," etc., with the "ck" omitted.

6. Each line has a heading indicating the pen-movement required to form the stems—downward, upward, or from left to right.











7. The phonographic student, of all others, must be quick at detecting differences and resemblances; that is, he should possess keen discriminating powers. The necessity for carrying in the mind the pictures of the signs in plate 4 until search through plate 3 has disclosed their counterparts, calls into requisition the *discriminating faculties* to a marked degree and strengthens them by exercise. The student not only gets an impression of the sign *sought*, but also of each sign *discarded* in the search; the result is, rapid mastery of the lesson.

8. Prepare a page of an exercise book by dividing it into three vertical columns, as shown in diagram below. Copy an outline from plate 4 into the first column and write its name or names in the second column, using plate 3 for reference. Leave the third column blank until the entire plate has been translated.

	Pu-Ku
	Ku-Chu
	Chu-Tu
	Tu-Um
	Um-Uth

9. After plate 4 has been copied and translated as directed, the first column of exercise book should be covered by a strip of paper

and the shorthand forms again written, from memory, in the third column. The outlines in the third column should be verified from time to time by comparison with those in the first column, with which they should agree in every respect. After these requirements have been complied with, the page of the exercise book will present the following appearance :

	Pu-Ku	
	Ku-Chu	
	Chu-Tu	
	Tu-Um	
	Um-Uth	

10. In order to secure successive repetition, in the first few lines of plate 4 the terminal stem of one outline is made the beginning stem of the succeeding one.

POINTS TO BE CONSIDERED WHILE TRANSLATING PLATE 4.

PARAGRAPHS 11 TO 33.

11. There are practically but two signs in the Phonographic alphabet—a straight and a curved line. The *main* distinction is one of *attitude*, as represented in plate 3 by the four straight stems Pu, Chu, Tu, and Ku. Carefully observe this distinction of slant.

12. In joining several stems, do not lift the pen until the outline is finished. This requirement not only insures speed of writing, but also clearly shows the direction in which each individual stem is written, as the formation of each succeeding sign begins at the termination of the preceding one.

13. The first non-horizontal stem in an outline should be made to rest upon the line of writing. This avoids an undue downward tendency of outline. See line 5 of plate 4, and note that the first

non-horizontal may chance to be either the first, second, or third stem in an outline.

14. The third stem in line 2 of plate 3, which is always written downward *when standing alone*, may be written upward in *combinations* if a better joining is secured thereby; and,

15. The sixth stem in line 2, which is always written upward when standing alone, may be written downward in *combinations* if a better joining is thereby secured.

16. Note that the names of the downward directions of these "Two-Direction" stems, as they are called, are Ush and Ul; and the names of the upward directions are Shu and Lu.

17. Let it be emphasized that the *downward* direction Ush and the *upward* direction Lu are always used when these stems *stand alone*—that is, when they are *not joined* to other stems. The usefulness of having two directions for these stems will be more fully explained later.

18. All other stems are invariably written in the same direction when joined as when standing alone. (See headings of the four lines in plate 3.)

19. Do not confuse the names Chu and Shu. (See line 2 of plate 3.)

20. To repeat the sound of a straight stem its length is doubled. In case of descending double lengths, the first half rests on the line, and the second half extends below. (See line 6 of plate 4.)

21. The sound of a curved stem is repeated by repeating the curve at an angle. (See line 7, plate 4.)

22. The alphabetic stems should all be made of uniform length—no one longer than another. This requirement avoids confusion in subsequent lessons, where changes are purposely made in the lengths of stems in order to add other sounds.

23. Certain stems are joined at an angle, and others without an

angle. This secures important distinctions ; as, for instance, between Pu-Ush, Pu-Us, and Pu-Ur ; Ku-Ush, Ku-Us, and Ku-Ur, etc. (See lines 8 and 9.)

24. Ku should be made extra long when joined to a curved stem without an angle. This is necessary in order to distinguish such combinations from the single curve stems ; for instance, Ku-Ur from Ur ; Uf-Ku from Uf, etc. (See line 11.)

25. In writing non-angular combinations such as Ku-Ur, Uf-Ku, Lu-Ku, etc., do not hesitate at the point of joining, but complete the outline with one continuous motion of the hand. (See line 11.)

26. In combining a light and a heavy stem without an angle, there should be a *gradual* blend—not an *abrupt* change of shade. That is, begin light and terminate heavy, or begin heavy and terminate light, as the case may require, without regard to the intermediate shade. (See line 12.)

27. When standing alone, Ru is distinguished from Chu by difference of slant—Chu being nearly vertical and Ru nearly horizontal. In combinations, the difference in direction is made apparent by the joining, and is the chief distinction—Ru being always struck upward, whereas Chu is always struck downward. (See line 13 ; also par. 12.)

28. Particularly note that Uf or Vu always joins at an angle with Un or Ung. Carefully contrast the five pairs of outlines in line 14, plate 4.

29. The Hu stem is made double length to add a following Ru. Repeat the hook in writing Hu-Hu. (See line 15.)

30. It is not necessary to make a perfect hook on Hu when combined with preceding stems. Merely retrace slightly on the preceding stem and write the stem part of Hu from that point. The hook is merely to distinguish the sign from Ru, and an imperfect hook answers the same purpose as a perfect one. See line 15 ; compare Hu and Ru combinations.

31. (a) Hu, the shorthand sign for the aspirate (see Phonetic

Introduction, par. 16), joins awkwardly with certain stems. To remedy this the aspirate sound is provided with an extra sign—a short tick which is always written *downward* in the direction of Chu.

(b) The tick is called Heh to distinguish it by name from the stem Hu.

(c) The tick Heh is used on the beginning of Ur, Wu, Um, Ump, Lu, Us, Zu, Ku, Gu. (See line 16.)

(d) The tick may be written in the middle of outlines. (See line 16).

(e) Hu is used in connection with the other stems. (See line 17.)

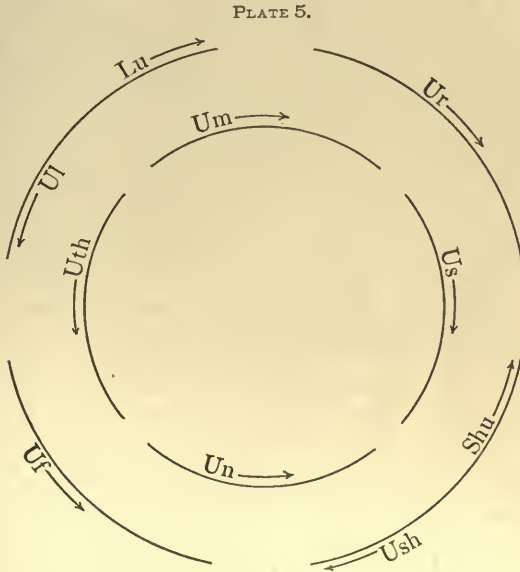
32. Bear in mind that four sounds (and only four) are provided with two directions of writing—R, L, Sh, and the aspirate.

33. The *non-angular* joinings not only secure distinctive appearances, but also promote speed of writing. They are, however, peculiarly troublesome combinations for learners, on account of the component stems to some extent losing their identity, and they should consequently be given special practise. To impress the non-angular curve joinings, see plate 3 and note the four attitudes of stems. Note that Lu is an Ru curve (that is, has the slant and direction of Ru), and Ur is a Pu curve, etc. In line 19 of plate 4 are given certain curve stem combinations, and directly above in line 18 are the corresponding straight stem combinations. That is, the straight stems in line 18 are the chords of the arcs directly below in line 19. Such comparisons will clearly impress the non-angular curve-stem joinings.

SECOND STAGE.—GUIDE TO CURVE JOININGS.

34. The learner is now supposed to have copied and translated the outlines in plate 4, as directed in paragraphs 1 to 33 inc., of Chapter III. At this stage the *thinker* naturally asks, “Are there any rules governing the angular and non-angular joining of stems, or must I arbitrarily memorize the various combinations?” Yes, the choice between the various joinings is based upon well-defined rules.

35. For key to the joining of curves, see plate 5. This diagram shows, concentrically placed, the two circles from which the curved stems originate.



36. Carefully note **three** points with reference to the relationship the curves sustain to one another in this diagram, viz.:

(a) They lap over each other, as Lu and Um, Um and Ur, Ur and Us, Uth and Uf, Uf and Un, Un and Shu, Us and Ush.

(b) They are **opposites**, as Lu and Ush, Uf and Ur, Um and Un, Uth and Us.

(c) They do *not* lap, and at the same time they are **turned by a similar circular motion**—either in the direction of the hands of a clock, styled Right motion; or contrary to the hands of a clock, styled Left motion. Note: Lu and Ur, Lu and Us, Lu and Ush, Ur and Ush, Ul and Uf, Ul and Un, Uf and Shu, Um and Us, Um and Ush, Uth and Un.

37. The **angular** combinations are the *lapping* ones specified in paragraph (a). The **non-angular** combinations are the *non-lapping* ones in paragraphs (b) and (c). The pupil should carefully practice the combinations in paragraphs (a), (b), and (c), until the application of the rules has been demonstrated to his satisfaction. *Write their sound-names in the first column of exercise-book and the phonographic signs in the second column, and present to teacher for criticism.* Only light stems have been used in the preceding illustrations, but the same rules apply to their heavy mates. For example, the same rule applies to Vu and Ung as to Uf and Un, etc.

38. Note that Lu-Ur make the upper half of the outer circle; Uf-Shu the lower half. Ul-Uf make the left vertical half; Ur-Ush, the right vertical half. Um-Us make the upper oblique half of the inner circle; Uth-Un, the lower oblique half.

39. To insure definiteness in the writing of non-angular curve joinings, experiment with constructing the curve outlines upon the framework of their chords. For instance, see lines 18 and 19 of plate 4, and note that Lu-Ur are framed on Ru-Pu; Lu-Us, on Ru-Tu; Lu-Ush, on Ru-Chu; Um-Ush, on Ku-Chu; Um-Us, on Ku-Tu; Ur-Ush, on Pu-Chu; Ul-Un, on Chu-Ku; Uth-Un, on Tu-Ku; Uf-Ur, on Pu-Pu; and Lu-Shu and Shu-Lu, on Ru-Ru.

40. **Joining of Curved and Straight Stems.**—The beginning and the ending movements of curves are theoretically always in the direction of either Pu, Tu, Chu, Ku, or Ru. For instance, Un and Us are continuations of the Pu movement; Uf and Ush are continuations of Tu; Um is a continuation of Ru; Pu is a continuation of Um and Uth; Ru is a continuation of Un; Chu is a continuation of Us; Ku is a continuation of Uf and Lu. All these combinations are therefore *without an angle*. Carefully practice them. For the teacher's inspection, write the shorthand forms of the following syllables—placing the longhand to the left of the vertical line in the exercise book, and the shorthand signs to the right of it: Pu-Un, Bu-Zu, Bu-Un,

Pu-Ung, Ku-Ur, Gu-Ur, Um-Pu, Um-Bu, Uth-Pu, Un-Ru, Us-Ju, Uf-Ku, Uf-Gu, Lu-Ku, Lu-Gu.

41. Don't "skim" the preceding paragraphs. Critical reflection upon the points treated will not only impress the correct method of stem joinings (of which the work of many practitioners shows lamentable ignorance), but will also serve as a review of the consonant lesson generally.

THIRD STAGE.—WRITING EXERCISE.

42. A carefully selected list of words is presented in paragraphs 48 to 51, to test the learner's knowledge of the consonant lesson—especially his ability to analyze words into their sounds, which is the first requirement of a shorthand writer. For the present the vowels are to be disregarded, and only the consonant outline (skeleton) written. Prepare the lesson as illustrated below, leaving blank space at the right for the notation of corrections:

Etch-each	/
Edge-age	/
Ridge-rage	/
Rig	—
Argue	—

43. A teacher will find that the paragraphs of the text cover about every error a learner is likely to make, *and reference to them by number* will save him many tedious oral explanations.

44. Write the shorthand form but once, unless to correct a recognized error. Repetition is for the purpose of fixing the outline on the mind, and should not be indulged in until the work has been verified; otherwise bad forms might be impressed.

45. All corrections should be thoughtfully inspected, and the underlying principle mastered. Each corrected outline should be

written over and over again in the space to the right of the vertical line.

46. Do not skip any of the test words. They have been carefully selected, and associated for the purpose of emphasizing important comparisons and contrasts.

47. While writing the test words, study paragraphs 52 to 65; also review paragraphs 1 to 47. Where words are connected by a hyphen they are to be written with the same shorthand sign.

48. **Test Words.**—Etch-each, edge-age, ridge-rage, rig, argue, peach-pitch, Peru, badge, rich-wretch, couch-catch, cash, deem, funny, pity-putty, tory-tarry, thatch, thorough, daisy-dizzy, shock, Pope, tattoo, tie, cake-kick, knock-neck, peak-pique, knife-enough, knave-envy, gnaw-know, gang, though-thy, thigh-oath, page, peg, cage, keg-cog, lame-lamb, lamp, impute, imbued, camp, calm-come-comb, income, ink, ring, rink, tiny, knotty-naughty, shabby, Ashby, theme, thumb, thump, dam-damn, maim-mummy, thick, aside-acid, merry, match, mash, sheep, cheap, judge, jug, key, up-pay, limb-lime, limp, cup, par, pious, push, fife, faith, deputy, indemnify, cabbage, package, job, Nevada, lay, illy, in, ninny-Nina, arrow, error, fetch, fish, fussy, fire, fame, pang, fang, air, car, Casey, cash, money, among, maniac, monk, hair, hour, move, fetch, finch, Lulu, lame, lake, path, puffy, pony-penny, foe, folk, funny, motto, factory, votary, make, calm, lady, tidy, duty, gawk, cog, fig, evoke, vague, fake, Davey, taffy, outvie, voyage, vouch, avenge, Babcock, Hitchcock, revenge, ravage, Balk-bake, bulk, thong, lath, lathe, thoroughfare, Tennessee, Wyoming, Persia, Canada, Italy, China, Russia, lavish, zodiac, dynamo, domino, Catholic, chimney, awake, talk-take.

49. **Two-Direction Consonants.**—(See pars. 14 to 18, and 59 to 60.) Robe, orb; bear, berry; lake, elk; pill, pillow; feel, folly; deal, delay; car, carry; fish, fishy; Ashby, shabby; alcohol, alkali, likely; Laura, lower, allure; chair, cherry; Cole, Kelly; Nell, Nelly; monopole, monopoly; ritual, rightly; radial, readily; lame, elm; rally, royal;

early, oral, earlier ; male, Malay ; Oceanic, shank ; Luna, Olney ; loyal, loyally ; bulb ; tyranny ; apology ; epilogue ; bulk. ✓

✓ 50. **Aspirate.**—(See pars. 29 to 31.) Harley, hiccough, hack, ham, harsh, hazy, hire (Heh-Ur), hurry (Hu-Ru), hemp, whole, huffy, hog, harmony, haughty, hung, hip, hub, head, hitch, huge, heavy, heat, hush, hath, health, healthy, hammock, unheälthy, unhung, behead, Lehigh, Omaha. k18

✓ 51. **Primitives and Derivatives.**—(See par. 64.) Mob; mobbed; map, mapped; peep, peeped; kick, kicked; muddy, muddier; hour, hourly; busy, busily, busier; pious, piously; acid, acidity; bear, bearer; deny, denial, denied; wrong, wrongly, wronged; tarry, tarried; poor, poorer, poorly; rich, richly; cheap, cheaply; fair, fairer, fairly; unfair, unfairly; review, reviewer; revive, revivify; nigh, nigher; ease, easily, easier; uneasy, uneasily; lazy, lazier, lazily; car, load, carload; calm, calmly; like, likely; health, healthier, unhealthy; hang, hanger, hanged; hung, unhung; lame, lamely; early, earlier; revoke, revoked; weigh, weigher; hurry, hurried; allow, allowed; heavy, heavier, heavily; ring, ringer; tidy, tidily, untidy; book, bookish; rake, rakish; lady, ladylike, unladylike; head, behead; wreck, wreckage; dim, dimly; form, formally.

PHONETIC CAUTIONS, ETC.

52. Do not permit the written word to deceive the eye. The two N's in "funny" are heard as one sound, and therefore written with one shorthand sign. This applies to the two R's in "carry," the two T's in "putty," etc.

53. In "talk" the L is silent, in "knife" the K is silent, in "dumb" the "b" is silent—these words being written in shorthand as if pronounced "tawk," "nife," "dum," etc.

54. (a) In words like "etch," "catch," etc., the "tch" represents one sound, which is expressed in Phonography by Chu. The T should not be given separate expression. (b) The same caution applies to "dg" in words like "edge," "judge," etc.; the "dg" are heard as

J, and so written in Phonography. The D in such cases should not be given separate representation in shorthand.

55. Carefully distinguish between the final sounds of such words as "catch" and "cash." Compare the first and third signs in line 2 of plate 3. The sound of Chu is heard in "catch," "ditch," "much"; and the sound of Ush is heard in "cash," "dish," "mush," etc.

56. Note that G in "gem" has the sound of Ju; and in "gum" it has the sound of Gu.

57. Note that the sound of Ung is often represented by "n" in the ordinary print, as in "ink" (ingk), "monk" (mongk), etc.

58. Note that "th" in "thigh" is light, and in "thy" is heavy. Carefully contrast: "bath" and "bathe," "oath" and "though," "lath" and "lathe," etc. See third and fourth stems in line 3 of plate 3.

59. The main reason for providing R, L, and Sh with two directions is to insure good joinings. But, as a rule (especially in case of the L and R stems), one direction joins about as easily as the other. In such cases, *choose that direction the syllable name of which most nearly corresponds with the spoken syllable.* Syllable representation is one of the most important thoughts in shorthand writing, and should be cultivated early. For illustration: Write Ul-Um for "elm," Lu-Um for "lame;" Vu-Ul for "vale," Vu-Lu for "valley;" Ur-Gu for "argue," Ru-Gu for "rag;" Tu-Ur for "tire," Tu-Ru for "tarry;" Ush-Bu for "Ashby," Shu-Bu for "shabby;" Uf-Ush for "fish," Uf-Shu for "fishy," etc. (See page 46, pars. 76 to 79.)

60. (a) The thought of paragraph 59 applies chiefly to monosyllables, and to *beginning* and *final* syllables, as in the words used by way of illustration. When occurring in the middle of outlines (that is, when preceded and followed by other consonants, as in "charge," "bulk," etc.), that direction is used which makes the better joining, *generally the upward.* For illustration: Bu-Lu-Ku for "bulk," Um-Ru-Ku for "mark," Pu-Lu-Ju for "apology," etc.

(b) Ur is used when followed by Um, as Ru-Um is apt to be confused with Lu or Lu-Ku. For example : Uf-Ur-Um, for "farm ;" Ur-Um for "room" or "arm," etc.

(c) The common syllable "lur" (as in "boiler," "tailor," etc.) is conveniently expressed by Lu-Ur.

(d) The two-direction consonants will be more fully treated in the vowel lesson.

61. In the words "imp" and "imbue," the M and P and M and B closely blend and are said to "coalesce"—the word meaning to unite in one mass. They are "non-coalescing" in "map" and "mob."

62. (a) The Ump-b stem indicates the coalescence of M and P, or M and B, and should be used in writing such words as "imp," "imbue," "camp," etc., wherein no vowel sound intervenes between the sounds of M and P or B.

(b) The separate stems Um-Pu or Um-Bu indicate non-coalescence, and should be used for such words as "map" and "mob" wherein a strong vowel sound *does* intervene.

63. Note that in words like "lamb," "thumb," "dumb," etc., wherein a *final letter B* immediately follows M, the B is always *silent*, and therefore is not represented in Phonography, which treats of sounds only.

64. **Definitions.**—(a) Primitive means "first," or "beginning." Applied to words it means a *root*, as for instance "fair."

(b) By "derivative" is meant a word formed by adding other sounds or syllables to a primitive, as "FAIRer," "unFAIR," etc.

(c) In "unfair" and "fairer," "un" and "er" are called the *formative* sounds, because they are the additional sounds which, when joined to the primitive "fair," form the derivatives.

(d) The study of *shorthand* involves the study of English *speech*,

and the study of English speech is largely the tracing of the growth of primitives into derivatives.

(e) The rules of shorthand, already given and hereafter to be presented, apply largely to *primitive* or *root* words. The learner will therefore find the study vastly simplified if he, from the beginning, traces every word to the primitive source, and then builds up the derivatives *by adding the shorthand signs of their formative sounds to the outline of the primitive*, as far as his stage of progress through the principles will permit. Apply the above mentioned rule to the words in paragraph 51. In each succeeding lesson the relationship of primitive and derivative will be illustrated and impressed.

65. After a lesson has been carefully prepared by the student, it is ready for the inspection of a teacher, and not till then. The learner should take pride in having his work free from errors, and should shirk no mental effort necessary to secure this result. He should not carelessly prepare his lessons and expect his teacher to do the thinking for him. He will derive very little benefit from such a course. The mental discipline resulting from adherence to a strict method will prove of incalculable value.

QUIZ ON CONSONANTS.

66. The student should see that he is qualified to answer the questions and perform the work here laid out before passing to the vowel lesson: 1. How many stems are written by the upward movement when standing alone? 2. What stems may be written either up or down in combinations?—Write Pu-Ul, Pu-Lu, Uf-Ush, Uf-Shu, Ul-Ku, Lu-Ku, Ush-Du, Shu-Du. 3. What other two sounds are provided two directions of writing? 4. What is the upward R called? 5. What is the downward R called? 6. Name the upward sign for the aspirate. 7. Name the downward aspirate sign. 8. On which stems is the Heh-tick used? 9. On what slant is Heh always written? 10. How is Ru distinguished from Chu? 11. When M and P (as in “imp”) combine without any vowel sound between, what word expresses this close union? 12. When a strong

vowel sound intervenes between M and P or B (as in “map,” “mob”) what word indicates this separation of consonants? 13. What is the primitive portion of “unfairly”? 14. What are the formative portions of “unfairly”? 15. Of what word is “unfairly” a derivative? 16. What is Right motion? 17. What is Left motion? 18. How is the syllable “lur” conveniently written in shorthand?

67. Write the following words for teacher’s criticism upon the plan indicated in paragraph 42: Month, monthly, deep, deeply, victim, pneumonia, fare, thorough, thoroughfare, indemnity, terrific, embellish, dignify, rickety, wreckage, Renovo, chimney, nebular, dealer, pillar, rhythm, Forum, polar, polarity, Wyoming, asylum, Geneva, cubic, memorial, effectual, effectually, Mayer, Murray, notoriety, notarial, Robotham, Genesee, Lavina, Catholic.

CHAPTER IV.

VOWELS.

FIRST STAGE.

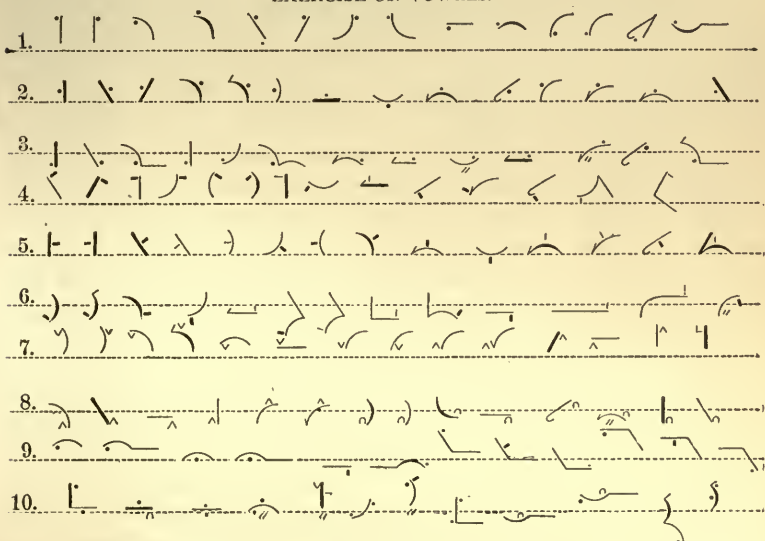
1. A vowel is the product of expired breath made sounding by vibration of the vocal chords, and allowed to pass on out through the open mouth without any further obstruction. If this vowel sound were obstructed in the *mouth*, it would become a *voiced consonant*. See Phonetic Introduction, paragraphs 7 and 8, and note the different origin of consonants and vowels.

2. For all practical purposes, vowels may be divided into three classes: **elementary** (indivisible sounds, as “a”), **diphthongs** (two elementary vowel sounds uttered with one impulse of the voice, as “I”—ah-e), and **triphthongs** (three elementary vowel sounds uttered with one impulse of the voice, as “wi”—oo-ah-e).

3. Phonography recognizes twelve elementary vowels, four diphthongs, and one triphthong.

until he has made a fair effort to translate an outline by applying his knowledge of the principles; then the key may be used to verify his translation. Then, after the entire plate has been translated and verified, he should cover up the first column and write in the third column the shorthand signs of the words in the second, verifying from time to time by reference to the first column.

PLATE 7.
EXERCISE ON VOWELS.



6. While engaged in the translation of plate 7, study paragraphs 1 to 36.

7. By reference to plate 6, it will be seen that the vowels are represented by dots and dashes, etc., placed at one or the other of three points alongside a consonant stem—beginning, middle, and end—styled **first**, **second**, and **third** positions.

8. The **first** position of a stem is the point where the pen begins the stem's formation. This point is at the *top* of all descending

stems like Pu, Tu, Ush, etc.; at the *left end* of horizontals like Ku, Un, etc.; and at the bottom of ascending stems like Ru, Lu, Hu. (See plate 7, lines 1 and 4.)

9. The **second** position is at the *middle* of any stem, without regard to direction of movement or attitude. (See plate 7, lines 2 and 5.)

10. The **third** position is at the *terminal* point of a stem; that is, at the point where the pen ceases the stem's formation. This is at the *bottom* of descending stems like Pu, Tu, Chu, Ush, etc.; at the *right end* of horizontals like Ku, Um, etc.; and at the *top* of ascending stems like Lu, Ru, Hu. (See plate 7, lines 3 and 6.)

11. (a) It is evident from the foregoing that before the value of a first-position or of a third-position vowel sign can be ascertained, one must first determine the direction in which the stem is written by which such vowel sign is placed. (b) It will also be understood from this why L and Sh are only allowed one direction when standing alone—*upward* (Lu) for L, and *downward* (Ush) for Sh.

12. In plate 6 is presented a word opposite each vowel sign, from which word is to be analyzed (separated) the sound represented by the sign in the position as shown. Pronounce the word distinctly, drop the consonant sound, and the vowel sound will remain. For example: "Eat, e-tu, e; ate," a-tu, a; "pa," p-ah, ah, etc. Give no thought to the longhand spelling; Phonography deals with sounds alone. For instance, the sound of the first-position heavy dot is found in "peak," "peek," "pique," and "tier," although no two of these words are spelled alike; also, the sound of the second-position heavy dot is found in "ate," "eight," "weigh," "way," etc., regardless of the spelling.











13. In translating the outlines in plate 7, blend the sounds of the vowel and consonant signs closely together, and the result will be a spoken word. (This is "synthesis," combining—the reverse

of analysis.) For instance, take the first two outlines in line 1. The first reads E-Tu, "eat;" and the second reads Tu-E, "tea;" the first outline in line 5 reads Du-O, "dough"—"doe;" the second in line 5 reads, O-Du, "owed"—"ode," etc.

14. Let it be emphasized that the phonographic signs *do not change their value when combined*. That is to say, for example, the first sign in line 2 of plate 7 reads a-du, "aid," not "add." The representation of "add" is shown by the first sign in line 3. The learner is apt to err in this respect, because he is accustomed to changes in value of a *longhand letter*. For example, the longhand letter "a" represents four distinct sounds in the common spelling, as evidenced by "ate," "are," "at," "all." The confusion of the longhand spelling is largely due to such use of a single letter to represent several different sounds. This bewilderment is avoided in Phonography by giving each sound a special sign which always has the same value, whether alone or in combination. For illustration, the sound of "a" in "ate" is represented by the heavy dot at the middle of a stem (the second position); the sound of "a" in "are" by the heavy dot at the end of a stem (the third position); the sound of "a" in "at" by the light dot at the end of a stem (the third position); and the sound of "a" in "all" by the heavy dash at the beginning of a stem (the first position), etc.

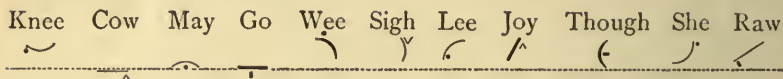
15. Note that the shorthand signs are read in the order of their occurrence—from left to right—except when horizontal stems are encountered, when the reading is from *above downward*. That is to say,

16. A vowel sign is read *before* the sound of a stem when such vowel sign is placed *above* a horizontal, or to the *left* of a non-horizontal. For example:

In	Oak	Am	Egg	Ear	Ice	Eel	Each	Oath	If
									

17. A vowel sign is read *after* the sound of a stem when such

vowel sign is placed *below* a horizontal, or to the *right* of a non-horizontal. For example :



18. Note that the terms *above* and *below* apply only to horizontals, while the terms *right* and *left* apply to non-horizontals. Note the outline for "ear" in paragraph 16. In this outline the dot seems to be *below* the Ur stem, whereas it is really to the *left* of it, Ur being a non-horizontal stem. Also note the outline for "wee" in paragraph 17. In this outline the dot seems to be *above* the Wu stem, whereas it is really to the *right* of it, Wu being a non-horizontal stem.

19. (a) See "diphthongs," plate 6, and note that the diphthong, as in "ice," is a combination of the sounds of the heavy dot of the third position and the heavy dot of the first position ; viz., ah-e.

(b) The diphthong, as in "oil," is a combination of the sounds of the heavy dash of the first position and the heavy dot of the first position ; viz., aw-e.

(c) The diphthong, as in "out," is a combination of the sounds of the heavy dot of the third position and the heavy dash of the third position ; viz., ah-oo.

(d) The diphthong, as in "use," is a combination of the sounds of the heavy dot of the first position and the heavy dash of the third position ; viz., e-oo.

20. It will be observed that the sign of a diphthong or triphthong is placed in the position of the last sound of the combination. This assigns three of the signs to the first position and two to the third position, and none to the second position.

21. (a) See lines 4, 5, and 6 of plate 7, and note that the dash-vowel signs are always written at right angle to the stem. (b) The

diphthong and triphthong signs, however, always open up or down the page, without reference to the stem by which they are placed. (See lines 7 and 8 of plate 7.)

22. The aspirate tick is always read first, *before* the stem or any vowel sign placed beside the stem. (See lines 2 to 5 of plate 7.)

STEM POSITION.

SEE PLATE 7.

23. Note that in plate 7 the outlines are written in three various positions with reference to the line of writing ; viz.:

24. The outlines having *first-position* vowels are written *above* the line. (See lines 1 and 4 of plate 7.)

25. Outlines having *second-position* vowels are written *on* the line. (See lines 2 and 5.)

26. Of the outlines having *third-position* vowels, the non-horizontal stems are written *through* the line, and the horizontal stems *below* the line. (See lines 3 and 6.)

27. If an outline consisting of two or more stems is composed solely of horizontals, the position is the same as for a single horizontal. (See line 9.)

28. If an outline is composed of both horizontals and non-horizontals, then the first non-horizontal stem is placed in the position indicated by the vowel. (See line 9.)

29. If a word has more than one vowel sound (as in "decay"), the *distinguishing* vowel, which is generally the vowel of the accented syllable, indicates the position of the consonant outline. (See line 10.)

30. The preceding remarks relating to stem position do not apply to the aspirate tick, which always assumes the position of the sign to which it is joined. (See plate 7.)

31. (a) The object of stem-position is to enable the reporter to

often omit vowel signs, and thus secure a gain in speed of writing without seriously sacrificing legibility—the stem-position *approximately* indicating what vowel should be read. (*b*) Do not infer from this, however, that the study of vowel representation may be slighted! The reporter never reaches that stage where a thorough knowledge of vocalization is not essential—not only to enable him to readily write the vowel signs when specially needed (as they often are), but also to enable him to *place the consonant stems in the proper position with reference to the line without hesitation*. For the present, the vowel signs are freely inserted, in order that the learner may have abundant practise to acquire expertness in handling them, and at the same time to fix in his mind the association between vowel-sign and stem-position. The instances in which it is safe to omit vowel signs will be indicated from time to time in the various exercises, and the student will be gradually led to the acquirement of a proper judgment in this particular.



32. As the learner advances in the study of shorthand, he will readily come to understand that words abounding in consonants (like “monopoly,” “Catholic,” etc.) can be read without the aid of their vowels. Therefore, as stem-position is a vowel aid, it need not be applied to such long words, and they may be written with the *first non-horizontal* stem resting on the line of writing—the second position.

33. The rule is, write in position only outlines of short primitive words—that is, those containing one or two stems, such as are presented in plate 7.

RECAPITULATION.

34. When reading shorthand notes, (*a*) determine the consonant sound and the direction in which the stem is written; knowledge of the direction is necessary in order to determine whether vowel signs at the extremities of stems are of the first or of the third position. (*b*) Determine whether the vowel is to be read *before* or *after* the consonant (see paragraphs 16 to 18). (*c*) Determine the sound

represented by the vowel sign (see plate 6). (*d*) Note the position of the primitive outline with reference to the line of writing, and observe the vowel significance of such stem-position. (*e*) Where an outline is composed of several stems, read each stem and its associated vowels separately, as in dividing the syllables of a word, and then combine the various parts without change of sound to form the complete word.

For example:  Pu-ool, "pool";  Ku-ook, "cook," etc.

KEY TO OUTLINES IN PLATE 7.

35. Two short parallel marks below an outline indicate that the longhand word should begin with a capital letter.

36. Line 1—Eat, tea, ear, wee, pea, each, she, if, key, imp, Lee, ill, hitch, ink.

2—Aid, bay, age, weigh-way, whey, ace, egg, nay-neigh, hemp, hay, ail-ale, hale-hail, hem, ebb.

3—Add, pa, ark, at, ash, arm, ham, hack, Ann, hag, Hal, ha, hark.

4—Paw, jaw, ought-aught, Shaw-pshaw, thaw, awes, odd, gnaw, hog, raw, haul, haw, shop, chop.

5—Dough-doe, ode-owed, beau-bow, up, us, show, oath, woe, home, no-know, hump, hole-whole, ho-hoe, jump.

6—Ooze, whose, woo, shoe, hook, pool, pull, took, tomb, coo, cook, look, Lou.

7—Ice, sigh-Cy, ire, why, my, Ike, isle-aisle, lye-lie, oil, Hoyle, joy, coy, toy, wide.

8—Hour-our, bough, cow, out, owl, howl, use-(verb), use-(noun), view, cue, hew-hue, Hume, dew-due, pew-Pugh.

9—Me, meek, may, make, coo, camp, pick, poke, pack, keep, cope, cap.

10—Decay, ague, echo, Amy, Ida, ashy, Esau, attic, eunich, unique, hussar, hazy.

WRITING EXERCISE.

37. The student is supposed to have copied and translated the outlines in plate 7, and carefully studied paragraphs 1 to 36. Now write the words in paragraph 40 for the instructor's inspection. Prepare exercise book as directed in Chap. 3, par. 42. That is, write the longhand word in the first column, the shorthand in the second column, and leave the remainder of the line blank for the notation of corrections and for the re-writing of corrected forms.

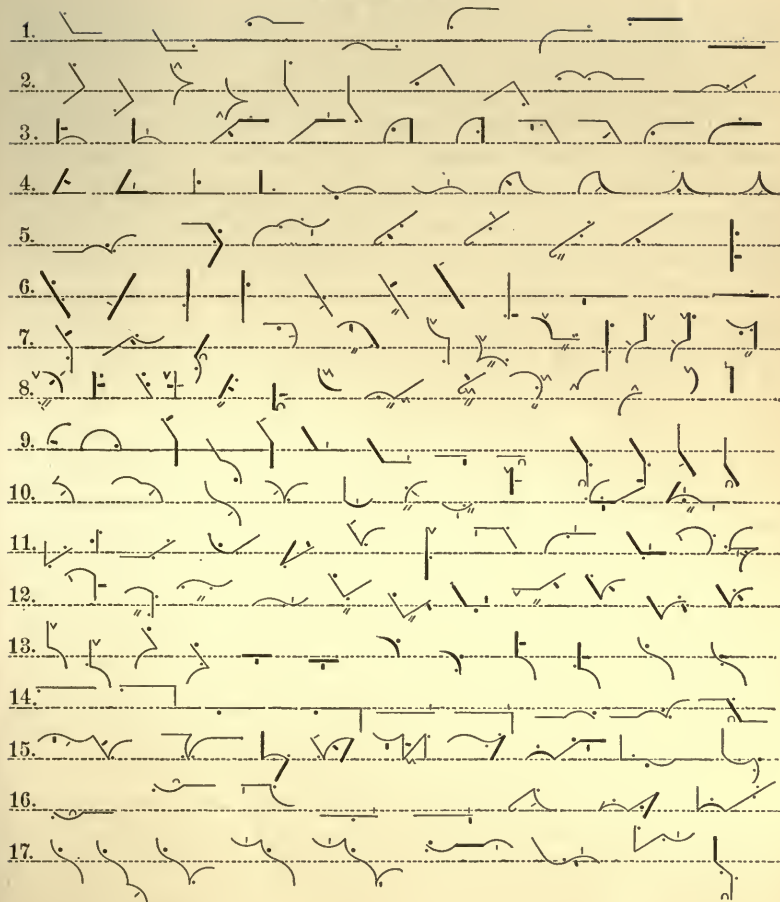
38. As illustrated in paragraph 14, the spelling of words is more deceiving with reference to the vowel sounds than in case of the consonants, and the learner must be constantly on the alert to avoid being misled. Bearing in mind that pronunciation is to be represented, every word should be carefully analyzed (separated) into its sounds before writing it in shorthand.

39. When writing from longhand into shorthand, (*a*) determine the consonant sound, and the appearance and direction of its sign. (*b*) Determine the vowel sound, regardless of the spelling; slow pronunciation will show this. (*c*) Determine the representation of the vowel sound—dot or dash, light or heavy, diphthong or triphthong—where located on the stem, and on which side, etc. (*d*) In this connection, remember that the L-stem is always written upward when not joined to another stem, and that the Sh-stem is always written downward when not joined to another stem.

40. **Test Words.**—Pier, pique-peak, key, itch, etch, am, ape, pay, aim, all, ark, oat, go, dough, ooze, whose, add, aid, at, coo, up, ope, us, use (verb), use (noun), tie, out, youth, aisle, oil, owl, toy, buy, view, vow, bough, Shaw-pshaw, law, neigh-nay, thigh, thy, rye, pay, weigh-way, ease, ache, they, may, ma, yea, ark, pa, paw, Wight, ice, sigh, it, age, edge, ham, hack, wide, widely, odd, oddly, ripe, rip, in, echo, agree, argue, hemlock.


PLATE 8.
EXERCISE ON VOWELS.

(See paragraphs 42 to 66.)






SECOND STAGE—METHOD OF PLACING VOWEL SIGNS BETWEEN TWO STEMS.


41. Copy plate 8 in exercise book and translate, as instructed in paragraph 5. For key, see paragraph 68. While engaged on this translation, carefully study paragraphs 42 to 66.

42. If a vowel sign were placed at the *junction* of two stems, doubt might arise as to whether it should be read at the *end* of the first stem or at the *beginning* of the second stem. See the following illustration:  If the vowel sign is considered as at the end of Du, the word is "dam;" if at the beginning of Um, the word is "dim." This uncertainty is avoided by adopting the following plan:







43. All *first-position* vowels occurring *between two stems* are placed at the *beginning* of the *first* stem, and of course *after* it; for example:

Dim  Paul  kick .

44. All *third-position* vowels occurring *between two stems* are placed at the *end* of the *second* stem, and of course *before* it; for example:

Dam  Pool  gag . (See lines 1 and 2 of plate 8.)



45. In the case of *second-position* vowels occurring *between two stems*, the *heavy* signs are placed after the *first* stem, and the *light* signs are placed before the *second* stem; for example:

Poke  puck ; robe  rub  cake  keg .





(a) The object of this plan is to avoid mistakes in translating due to error in shading—an almost inevitable result of rapid writing. If the execution has failed to evidence the proper shade, the location of the vowel *sign* clearly indicates the *intention* and insures a correct translation. (See lines 3 and 4 of plate 8.)

46. The preceding plan for placing vowel signs *between stems* does not affect the *order* in which the vowels are read, as a vowel sign placed *after* one stem reads in the same order with reference to

the two consonants as if it were placed *before* the second stem, and vice versa; viz.. pi-tch, p-atch, etc.

47. The rules laid down in paragraphs 43 and 44 occasionally operate to place a vowel at a joining, but in such cases application of the rule will prevent misreading. For example: Calmly . The third-position vowel between Ku and Um is, according to rule, placed before the end of Um. It cannot properly be read as at the beginning of Lu, because that would make it occur *between* Um and Lu, and being in that case a first-position vowel, it should have been placed after the beginning of Um. (b) The same idea applies to **first-position** vowel signs when occurring at joinings. For example: Hoary. . The dot-vowel sign after the outline must be read as at the *beginning* of Ru, because if read as at the end of Hu it would be a third-position sign, in which case it should have been placed *before* the *end* of Ru. (See line 5 of plate 8.)

48. In vocalizing repeated straight stems (as Tu-Tu, Pu-Pu, etc.), each half must be treated as a distinct sign, the same as if joined at an angle. For instance, in outlining "Pope" the second-position heavy dash should be placed *after* the *middle* of the *first* half of the lengthened Pu, just the same as if the second half were absent or were a Ku stem, or some other stem joined at an angle. Likewise, in outlining "pup" the second-position light dash should be placed *before* the *middle* of the *second* half of the lengthened Pu, just as if the first half were absent, or were some stem like Ku joined at an angle, etc. For example:

Pope. , poke , pup , puck .

CONCURRENT VOWELS.

49. "Concurrent" means occurring together. Concurrent vowels differ from the two vowels composing a diphthong, in that the term *concurrent* applies to two vowel sounds in separate syllables (as in "poet," po-et), whereas the two vowels of a *diphthong* are in the same syllable (as in "ice," ah-e-s).

50. The rules laid down in paragraphs 43, 44, and 45 do not apply to two concurrent vowels. In the case of concurrent vowels, the vowel signs must be divided between the two stems—the *first* vowel sign in order of occurrence being placed *after* the first stem, and *second* vowel *before* the *second* stem, regardless of the vowel's value. For example: Poet } fiat } . (See line 7 of plate 8.)

51. When two concurrent vowels occur in connection with a single stem (as in "Iowa," "doughy," etc.), the relative order of reading is indicated by placing nearest the stem the sign of that vowel which is nearest the stem-consonant sound in the word. For example: Iowa } doughy } . (See line 8 of plate 8.)

52. Occasionally a diphthong is immediately followed by an obscure vowel sound, as in "Maria," Ma-ri-uh. Such obscure sound may be expressed by attaching a tick to the diphthong sign, the tick being written in any convenient direction. For example: Maria } Messiah } . (See line 8 of plate 8.)

53. **Caution.**—The tick referred to in paragraph 52 should be confined to the representation of *obscure* vowels, as in the cases quoted, and should not be used where a vowel following the diphthong is clearly pronounced, as in "duo." Words like "duo" should be written according to instructions in paragraph 51; viz., Duo } .



54. (a) In a few cases it is found advantageous to join first-position diphthongs to stems; for example: Oil } eyes } .



(b) This practice would not be allowable if such joining deprived the vowel sign of its distinctive position. See outline for "owl" } and contrast it with that for "oil."



VOWEL SOUNDS CONTRASTED.



55. See lines 9 and 10 of plate 8, and carefully note the following vocal distinctions:




56. Between the sound of the *first-position heavy dash* and




the sound of the *third-position heavy dot*; viz., Paw  Pa 


57. Between the sound of the *first-position light dash* and the *third-position heavy dot*; viz., Mar  "mob" . The chief difference is that the dash sound is shorter and more explosive than that of the dot.

58. Between the sound of the *light dashes* of the *second* and *third* positions; viz., Puck  pull .

59. Between the *elementary* vowel sound represented by the *third-position heavy dash* and the *diphthong* represented by the *third-position semi-circle*; viz., Booty  beauty . Where the distinction between these two sounds is not clear, the dash may be used generally without danger of illegibility.



60. Slighted, or obscure vowel sounds, as in "her," "myrrh," "Emma," etc., generally address the ear as the sound of the *light dash of the second position*, and may be so represented in short-hand, viz., Her  Myrrh  Emma .

61. Note that the *final* vowel sound of such words as "eighty," "Mary," etc., is that of the *first-position light dot*: viz., Eighty  Mary  Pity  (See line 11 of plate 8.)

62. A dot written alongside a vowel sign indicates that the *aspirate* sound immediately precedes such vowel sound; viz., Alcohol .

63. The term "*distinguishing*," used in paragraph 29, merits a little explanation, as it brings ordinary exceptions to positioning within the pale of the rule, and simplifies the presentation of subsequent lessons.

64. A *distinguishing* vowel may be defined as a vowel that furnishes a distinguishing sign or position to any of two or more

conflicting words. For example: The initial "a" in "away," which distinguishes it from "way." If a word contains more than one vowel sound (as "Peru") the vowel of the accented syllable is usually the distinguishing vowel, and is therefore allowed to indicate the position in which the outline is to be placed; viz., Eunich  unique . See line 12 of plate 8, and verify the correctness of the positioning by laying special stress upon the accented syllables.

65. Occasionally, however, it happens that two conflicting words (like "tire" and "attire") are entitled to the *same consonant outline*, and the accented vowels would throw them into the same position, thus depriving them of all distinction. In such a case an unaccented vowel may be made accented by the power of contrast. For example, one might say: "I did not dictate 'tire,' but 'a-tire,'"—contrast requiring the stress to be placed upon the first syllable of the latter word. This contrasting accent thus becomes the distinguishing one, and locates "attire" in the third position, while "tire" takes the first position.

66. The initial-vowel sound of "attire" (light third-position dot) is so commonly the distinguishing one, that words so beginning may ordinarily be written in the third position, and legibility thereby promoted. (See line 13 of plate 8.)

67. Of course, where no conflict is known to exist, the ordinary accent governs the position.

KEY TO OUTLINES IN PLATE 8.

- 68. Line 1—Pick, pack, meek, Mack, lick, lack, gig, gag.
- 2—Pitch, patch, foil, fowl, tip, tap, reap, rap, mimic, camera.
- 3—Dome, dumb, rogue, rug, laid, led, cope, cup, lake, leg.
- 4—Joke, jug, take, deck, name, numb, loaf, love, shave, shove.
- 5—Calmly, cabbage, lamina, hoary, hurry, Harry, roar, dado.
- 6—Baby, judge, debt, date, puppy, Pope, Bob, tattoo, coke, keg.
- 7—Poet, ruin, Jewess, chaos (kaos), Moab, fiat, Siam, Wyack, deity, dial, ideal, Naiad.

8—Iowa, doughy, payee, iota, Joey, duo, via, Maria, Ohio, Messiah, oil, owl, eyes, wide.

9—Law, lark, pawed, par, pod, buck, book, coo, cue, beauty, booty, tub, tube.

10—Her, myrrh, fur, early, tongue, Ella, Anna, Ida, allegory, Jamaica.

11—Tarry, eighty, carry, vary, jury, Polly, tidy, copy, lucky, buggy, mossy, alcohol.

12—Motto, Mattie, Minnie, money, Peary, Peru, bouquet, Cairo (Egypt), billow, Ballou, bellow.

13—Tire, attire, peal, appeal, go, ago, way, away, door, adore, fair, affair.

14—Kick, kicked, cake, caked, cook, cooked, calm, calmly, cubic.

15—Monopoly, Catholic, damage, apology, notoriety, manage, embargo, technique, Tennessee.

16—Eunich, unique, coffee, cooky, Cuckoo, huffy, hemorrhage, temporary.

17—Fair, fairer, fairly, unfair, unfairly, enigma, Panama, tyranny, deputy.

TEST WORDS—WRITING EXERCISE.

69. For the teacher's inspection, write the words in paragraph 73, as directed in paragraph 37. Write in position only outlines of primitives composed of one or two stems, and their derivatives; as for instance, "fair," "fairer," "fairly," "unfair," "unfairly," etc.

70. The position of a primitive outline should not be changed when the formative signs of a derivative are added. That is to say, "kicked" takes the position of "kick," "caked" the position of "cake," "cooked" the position of "cook," "calmly" the position of "calm," "cubic" the position of "cube," etc. (See line 14 of plate 8.)

71. As before stated, primitive words of three or more stems can generally be read without the aid either of vowel signs or vowel indication, and therefore their outlines are usually written with the

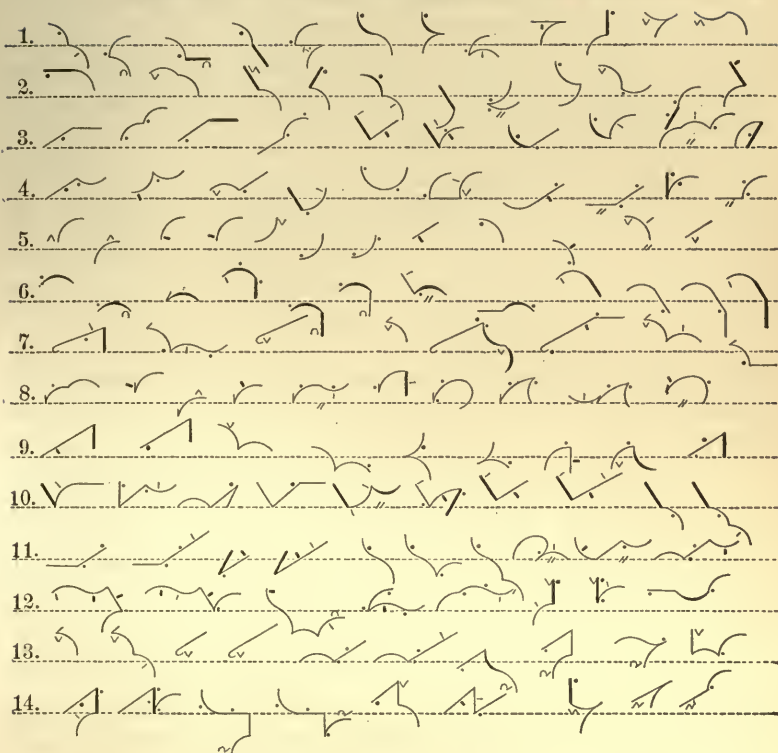
first non-horizontal stem resting on the line, regardless of the accented vowel. (See line 15 of plate 8.) This is the second position, and is styled the reporter's position, because (being most convenient) it conduces to speedy writing. Of course, the writer may position these longer forms if he wishes, but it entails extra mental and manual work, and experience has proven it to be unnecessary.

72. Let it again be impressed, that shorthand rules apply mainly to *primitive* words. Therefore, in all cases of outlining, the primitive form must first be determined before position is considered. Then apply rule laid down in paragraphs 33, and 69 to 72.

73. **Test Words.**—Ill, isle, pique, peak, touch, tongue, tub, tube, tomb, among, monkey, chunk, fang, pang, vogue, aid, add, oily, owl, pitch, patch, robe, rub, income, dignity, dignify, mammoth, Tennessee, Dakota, deputy, unique, eunich, policy, taffy, defy, talk, autumn, domino, July, March, ire, Erie, raw, law, awl, moody, muddy, middy, gag, gagged, knock, nag, job, jab, Jim, gem, jam, dimity, damage, Geneva, fatigue, naughty, natty, gnome, numb, loaf, love, Tom, dome, thump, thumb, aside, wreckage, balm, batch, botch, took, pull, buck, book, hoodoo, oath, thy, thigh, dim, dam, fame, dame, magic, gong, gang, owes, bog, bar, thong, knife, enough, nephew, pink, occupy, outcome, noisy, honey, hanger, ravage, revenge, chink, rank, rink, Rooney.

PLATE 9.

EXERCISE ON VOWELS—TWO DIRECTION CONSONANTS.



THIRD STAGE.—GUIDE TO USE OF TWO-DIRECTION SIGNS.

74. Copy plate 9 in exercise book, and translate as directed in paragraph 5. The following paragraphs contain the information necessary for an intelligent transcript; study them carefully.




75. The use of the Two-Direction signs was hinted at in the consonant lesson. A detailed explanation has been reserved for this lesson, as the two-direction stems are freely used to imply vowel relation.




76. There are but two relations which a vowel may sustain to a consonant in spoken language. It may occur *before* the consonant (as in "ire"), or it may occur *after* the consonant (as in "rye").







77. (a) Note that the *before* order is fixed in the names of the *downward* directions of R, L, and Sh; and the *after* order in the names of the *upward* directions, viz.:

Down.	Up.
u-R	R-u
u-L	L-u
u-SH	SH-u

(b) Choice between these two directions is made to indicate the relative order of vowel and consonant in syllables, and hence the following rules.



78. Write the *downward* direction when the consonant immediately follows a *beginning* vowel, as in "ark"  "elm"  "Ashby" 



or, when the consonant is the *last sound* in a word, as in "fill" 
 "fire"  "fish"  (See lines 1 and 2 of plate 9.)

79. Write the *upward* direction when the consonant is the *first sound* in a word, as in "rake"  "lame"  "shabby" 
 or when the consonant immediately *precedes* a final-vowel sound, as in
 "fellow"  "fiery"  "fishy"  (See lines 3 and 4 of plate 9.)

80. **Caution.**—The preceding rules do not apply to L or Sh *when not joined to other stems*, as their direction must not be changed when standing alone. That is to say, they cannot be used to suggest vowel order except when joining with another stem indicates direction of movement, and thus renders choice between the two directions permissible. Lu must be used for words like "ill" and "lie," and

Ush, used for words like "ash" and "shy," no matter whether the vowel precedes or follows the consonant. (See line 5 of plate 9.)

81. However, as R is provided with a distinct sign for each direction, choice between its two directions may be used to suggest vowel order even when its signs stand alone; viz., Rye  ire .

82. When R is the only consonant in a word, and it is both preceded and followed by a vowel sound (as in "array"), the *beginning*-vowel suggestion is recognized and the *downward* direction written, viz., "array" ; but if no vowel sound precedes the R, then the *upward* direction is used; viz., "ray" . (See line 5 of plate 9.)

VOWEL INDICATION—RECAPITULATION.




83. (a) The learner is now provided with two methods of implying (suggesting) vowels; viz., stem position, and variation of consonant outline produced by change of stem direction.



(b) Stem position indicates *what* vowel is to be read.

(c) Variation of outline indicates *where* the vowel is to be read; that is, its order of occurrence with reference to the consonants.

84. A clear understanding of these two methods of vowel indication paves the way to a rather free omission of the vowel signs—thus conferring an important gain in speed of writing without any serious loss of legibility.


85. It follows from the preceding statements that, wherever shorthand provides more than one way of writing a consonant, there is opportunity for vowel indication. This is the foundation thought of the subsequent lessons.


86. (a) The thickened Um (Ump-b) comes under this head, providing as it does an extra way of representing the combinations Um-P and Um-B. (b) Ump-b indicates the absence of a medial vowel sound and the coalescence of the two consonants, as in "imp"  "hemp"  "imbue" ; while Um-Pu or Um-Bu indicates the





presence of a medial vowel sound and the non-coalescence of the two consonants, as in "map" , "mob" . (See line 6 of plate 9.)

87. Note that *coalescence* of consonants means the *absence* of vowels between; while the *non-coalescence* of consonants means the *presence* of vowels between. These terms will be used quite freely throughout this work.

88. (a) When the aspirate and R-sounds are in combination, the Hu-stem is used with Ru, and the Heh-tick with Ur. Hence, the expression of R must first be determined before choice between the Hu-stem and the Heh-tick can be made. For instance, in outlining "hero," Ru is used because a final-vowel sound immediately follows the

R; consequently the aspirate is expressed by Hu; viz., Hero 

(b) In outlining "hear," Ur is used because R is the last sound in the word; hence, the aspirate is expressed by the Heh-tick; viz., Hear . (See line 7 of plate 9.)

89. The aspirate sound in connection with a following L is best expressed by the Heh-tick on Lu; viz., Hail  help 
healthy  unhealthy . (See line 8 of plate 9.)

90. As before remarked, the vowel signs should be written for the present in order to associate them indelibly with the stem-position and with the various consonant forms. As sentence and letter practise is introduced, and the student gains the assistance of a context, the vowel signs may be pretty freely omitted and the vowels indicated by the use of stem-position and the various ways of writing certain consonants. (See paragraph 31.)

REGARDING EXCEPTIONS TO RULES GOVERNING USE OF TWO-DIRECTION CONSONANTS.

91. The syllabic rules covering the two-direction consonants are by most text-books and teachers made inoperative by the introduction of a bewildering mass of exceptions mistakenly in the interest of speed. It should be understood that a check to the mental means a check to the manual—and exceptions to rules always impose mental checks. An unfacile form evolved from a simple rule flows from the pen much more rapidly than a more facile one that eludes the memory because of exceptional features. The mind recalls it with so much more readiness that the hand has more time for its careful tracing. Consequently, the minimizing of exceptions not only favors *speedy and intelligent mastery of the principles*, but also promotes speed in *practise*. And even if *some* objectionable forms *do* occasionally result from a rather general application of rule, there is vindication in the fact that vastly more illegibility results from a loose method, or a total lack of one. And there is additional consolation in the reflection that the intelligent practitioner can be depended upon to modify *theoretical* forms when the exigencies of his practice demand. The strictness with which the two-direction consonant rules are adhered to depends upon ease and legibility of joining, and therefore exceptions must be left largely to the judgment of the individual writer. The neater the penmanship, the more legible the shorthand combinations; hence, certain combinations are safe for some, and illegible and dangerous for others. Experience alone can settle these points. The two-direction consonants represent two classes of spoken syllables (those having vowels *before* the consonant, and those having vowels *after* the consonant), and the more closely syllable-writing is adhered to, the more easily the reporter will follow the speaker—the more rapid will be the mental action. For the preceding reasons the rules governing the use of the two-direction consonants will be closely adhered to in the outlines presented to the learner; only a few indisputably necessary exceptions will be recognized. Learning will thus be vastly simplified,

and practise suffer no injury. To reiterate : where a rule is departed from for a *trivial* reason, the perception of it is dulled and its benefit lost. The advantage to be gained by the use of an exception should be so apparent as to cause no misgiving. When in doubt, *stick to rule !*

92. However, while in the majority of cases the average writer finds no difficulty in following the syllabic guide offered by the two-direction consonants, there are a few legitimate occasions for exception, viz.:

93. Ru-Ur when rapidly written looks like Lu-Ur. Therefore, if Ru is used for the *first* of two R sounds (as required by theory in writing "rear" and "roar; or "borrower," derived from "borrow"), then Ru must also be used for the second R, regardless of the vowel relation ; viz., Rear borrower .






94. Ru-Um join without an angle, and the combination would dangerously resemble Lu or Lu-ku. Therefore R, when immediately followed by Um, should be represented by Ur ; viz., Room arm .

95. Write Ush (not Shu) when immediately followed by Ur or Um ; viz., Shower shame .

96. Write Ru and Lu when immediately followed by Tu or Uf ; viz., Allowed loud elf alive aright right .

97. Of course, a joining that is bad for Tu is also bad for its mate Du ; and this remark applies to the other stems referred to. As an *experiment*, write the words presented in paragraphs 92 to 96 according to the rules laid down in paragraphs 78 and 79 ; this will evidence the necessity for the exceptions. These exceptional cases tax the memory more than the outlines which conform to rule, and therefore require extra practise.

98. **Caution.**—The rules laid down in paragraphs 78 and 79 apply

to the two-direction stems only when they are the first or the last stems in an outline. When these sounds occur in the *middle* of an outline, as in "bulb," etc., the *upward* direction is preferred because it tends to keep the outline above or near the line of writing; viz., Bulb  apology , etc. In the middle of outlines the downward direction is used only when required by a primitive form or ease of combination; viz., Bear  bearer  farm  etc. (See lines 10 to 12 of plate 9.)

KEY TO OUTLINES IN PLATE 9.

99. Line 1—Error, allure, argue, Arab, alcohol, veer, veal, alma, Cole, deal, Nile, nigher.

2—Gear, mire, buyer, jeer, weigher, bush, Ashney, fish, irony, allege, bawl.

3—Rake, lily, rig, rally, borrow, bellow, vary, villa, Lumly, ledge.

4—Rainy, Shawnee, miry, bushy, fishy, alkali, narrow, carry, delay, Kelly.

5—Oil, owl, law, awl, shy, ash, ashy, raw, ear, arrow, Ira, rye.

6—Imp, imbue, hemp, embody, imbued, impute, Pompey, camp, mob, map, mapped, mobbed.

7—Hurried, harmony, higher, hire, Harveyize, heroic, Hiram, hark.

8—Helm, haul-hall, howl, hole-whole, Helena, Hilda, hellish, healthy, unhealthy, Halsey.

9—Roared, reared, rhyme, ram, share, sham, alto, alive, arid.

10—Bulk, tyranny, March, park, Bushong, apology, borrow, borrower, bear, bearer.

11—Carry, carrier, jury, juror, fair, fairly, fairer, Lesham, Forney, merino.

12—Monopole, monopoly, formula, alimony, lamina, ideal, ideally, kingly.

13—Hire, hirer, high, higher, merry, merrier, reviewer, ritual, manual, timely.

14—Radial, readily, effectual, effectually, retire, rotary, denial, royal, royally.

WRITING EXERCISE.

100. **Test Words.**—For the inspection of the instructor, write the following words as directed in Chap. 3, paragraph 42.

(a) Mite, impel, labial, lovely, dire, diary, ark, rakish, four, ferry, Ashby, Shebu, Ashley, Shelly, foal, filly, ledge, allege, Elmira, Leroy, rally, Bill, Billy, Boyle, chair, cherry, core, Cory, narrow, nigher, Zero, Czar, weigher, Cole, Kelly, Neal, Nelly, Melba, Toronto, deride, torrid, alcohol, alkali, camera, foliage, Pharisee, variety, impurity, corona, hear, forage, verify, notoriety, notary, lure, allure.

(b) **Primitives and Derivatives.**—Time, timely, untimely, timelock; dim, dimly; royal, royally, royalty; early, earlier; mellow, mellower, mellowed; hurry, hurried, hurriedly; marry, married, unmarried; period, periodic, periodically; poor, poorer, poorly; merry, merrily, merrier (see par. 93); borrow, borrowed, borrower; bear, bearer; jolly, jollier, jollity; terrify, terrific (see par. 98); deny, denial, denied.

QUIZ ON VOWELS.

101. The following quiz brings out the prominent points of the lesson. The learner should conscientiously qualify himself to answer these queries.

1. How many elementary vowels are recognized in Phonography? 2. How many diphthongs? 3. What is a diphthong? 4. What point of a stem is styled its first position? 5. What point is its third position? 6. In case of the two-direction stems, is the vowel placed before or after the consonant in the names of the downward direction?—in the names of the upward direction? 7. Is the downward direction for L ever used when standing alone?—why? 8. Is the upward direction for Sh ever used when standing alone?—why? 9. How many first-position vowels are there?—second-position?—third-position? 10. How may confusion be avoided in writing first-position and third-position vowel signs between two stems?—write “cheap,” “chap,” “rig,” “rag.” 11. How may confusion be

avoided in writing second-position vowel signs between two stems?—write “choke,” “chuck.” 12. Do M and P coalesce or non-coalesce in “damp?”—in “mope?” 13. When vowel signs are omitted, in what ways may they be indicated?—write “time,” “tame,” “tomb,” “vale,” “villa.” 14. Should Heh or Hu be used in writing “her”?—which should be used in writing “hurry”? 15. In contrasting “essay” and “assay,” which are the distinguishing vowels? 16. What is the primitive portion of “untimely”? 17. What are the formative sounds of the derivative “untimely”? 18. If vowel sounds may be generally indicated by means of stem-position and variation of outline, what is the use of learning vowel-representation? 19. What prevents the unvarying application of the two-direction consonant rules as laid down in paragraphs 78 and 79? 20. In outlining “roar,” why not follow the syllabic rule and write Ru-Ur?—why not write Ru-Um for “Rome”? 21. In outlining “ale,” in which direction should the consonant be written?—which direction in outlining “shy”?—which direction for “raw”?—which for “arrow”? 22. To what outlines is stem-position restricted?

KEY TO PLATE 10—SENTENCE PRACTICE ON VOWELS AND CONSONANTS.

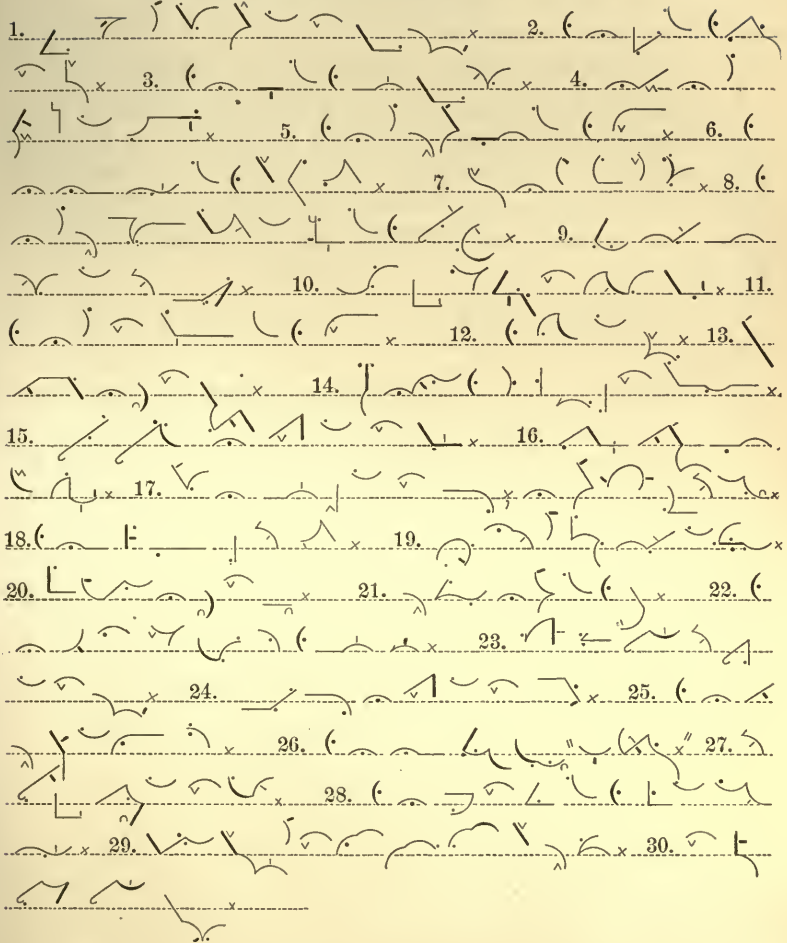
102. The following sentences afford practice on the vowels and consonants, and will be found an agreeable diversion from writing isolated words. The sentences are not only free from word signs, but the words are associated in such a way as to inductively impress the instruction. *The student is thus assured of not acquiring anything he will have to unlearn.* The limitation this careful treatment imposes upon the selection of words will excuse the trivial nature of the sentences.

103. **Method of Practising with the Sentences.**—First read the shorthand notes in plate 10, at the same time copying them in exercise book. Omit the drudgery of writing the longhand translation in the exercise book, merely inserting the number of each sentence for reference purposes. After the entire plate has been read and copied in

this way, then write from the longhand key into shorthand, merely numbering the sentences as before. Shorthand a complete sentence before comparing with plate 10 for verification; this tests ability to properly apply the instruction. All mistakes should be thoroughly investigated and the underlying instruction in the text reviewed. This procedure will result in the sentences being written in the exercise book twice, thus insuring *interested repetition*. If possible, write the sentences from dictation until they can be written readily and neatly without error. Note that the shorthand period is a small cross.

1. Jack Cole saw Billy Boyle in my back room.
2. They may tarry if they repair my tire.
3. They may go if they come back early.
4. Maria may see Josiah White in Chicago.
5. They may see our ball game if they like.
6. They may make money if they buy cheap sheep.
7. Fire may thaw thick ice easily.
8. They may see our Catholic bishop in Utica if they hurry along.
9. Jennie Murray came early in her carriage.
10. Nellie took Neal Jacoby my lovely bouquet.
11. They may see my peacock if they like.
12. They live in Siam.
13. Bob Rokeby may use my bathrobe.
14. Edith Maloney, they say, ate ham at my picnic.
15. Harry Harvey may ride in my buggy.
16. Rebecca Robotham came via Altoona.
17. Polly may come out in my car; may Paul also ask her nephew?
18. They make doughy cake at her shop.
19. Lucy Mayer saw Timothy Murray in Allegheny.
20. Dick Forney may use my cue.
21. Our chimney may fall if they push.
22. They may show me Nile valley ere they come home.
23. Hilda Hickey hung her hat in my room.
24. Carrie Carr may ride in my coupe.
25. They may row our boat in Lake Erie.
26. They may make Geneva Avenue "no thoroughfare."
27. Her hero took refuge in my villa.
28. They may cash my check if they take in enough money.
29. Barney Byram saw my lame lamb limp by our elm.
30. My door-hinge hung poorly.

PLATE 10.
SENTENCE PRACTICE ON VOWELS AND CONSONANTS.



CHAPTER V.

INTRODUCTION TO ABBREVIATING DEVICES.

1. The Consonant and Vowel lessons lay the foundation of shorthand. For this reason they have been presented very carefully. The succeeding lessons constitute the superstructure, as they naturally grow out of and rest upon the consonant and vowel foundation. They treat of methods of abbreviation, and are classified under the following heads :

2. **Contractions**, such as "Co." for "company," "ad." for "advertisement," etc.

3. **Phrasing**, by which is meant the joining together of the signs of several closely related words, such as "I-will-be," etc.

4. **Stem modification**, by means of which several consonants are grouped upon one stem. Stems are modified in six different ways ; viz.: (a) By turning their beginnings into circles and loops. (b) By turning their terminations into circles and loops. (c) By diminishing the length of stems one-half, styled "Halving." (d) By turning the beginnings of stems into hooks, styled "Initial Hooks." (e) By doubling the length of stems, styled "Lengthening." (f) By turning the terminations of stems into hooks, styled "Final Hooks."

5. These various subjects will now be considered in detail.

CONTRACTIONS, ETC.

SEE PLATE 11.

6. There are many words of *frequent* occurrence the full outlines of which would prove a serious hindrance to the attainment of reporting speed. Such words are contracted and represented by one or more of their most distinctive consonants ; for instance, "ad." for "advertisement," "reg." for "regular," etc. Each of the lessons mentioned

in paragraph 4 has its own peculiar words of this class, which will be found conveniently arranged for memorizing at their proper stages. Plates 11 and 11-a present those covered by the consonant and vowel lessons. Before undertaking the memorizing of the signs in these plates, paragraphs 7 to 26 should be carefully studied.




















7. In a few cases, the full outlines of words like "any," "own," and "know" are thrown into different positions without regard to their accented vowels, in order to avoid conflicts. For instance: "any" placed in the first position and "own" in the third, in order to avoid conflict with "know" which is allowed to remain in the second position—to which latter position all three words legitimately belong. Such words, though not contractions, require special memorizing, and are therefore included in the special lists.

8. Occasionally a full form in its proper position is introduced in the list of contractions in order to evidence the necessity of throwing out of position a similar sign for some other conflicting word. "Know" and "each" belong to this class. (See plate 11-a.)




















































































PLATE 11.

WORD SIGNS AND CONTRACTIONS.

VOWEL WORD SIGNS.

All 	Awe-Already 	Ought 
Too 	O-Oh-Owe 	Who 
Two		
Of 	Or 	On (up) 
To 	But 	Should (up) 
The 	A 	An-and 
You 	I 	How  He (down) 

STEM WORD SIGNS AND CONTRACTIONS.

Are 	It 	Improve -ment 	Never 
Will 	Any 	Them-They 	Neverthe- less 
Year 	No-Know 	Though 	Nothwith- standing 
Your 	Own 	Hope-Happy- Party 	Machinery 
Dollar 	Thing- English 	Peculiar-ity 	Manu- facture 
Do 	Language 	Bank 	Manu- facturer 
Had-Adver- tisement 	Long 	Bankrupt 	Manu- factory 
Each 	Company 	Bankruptcy 	Regular-ity 
Which 	Give- Given 	Object 	Irregular-ity 
Much 	Together 	Acknow- ledge 	Enlarge 
Ever 	Ago 	Knowledge 	Largely 
Have 	Think 	Familiar-ity 	Unusual 
However 	Thank- Thousand 	Average 	Represent 
Be 	For 	Virginia 	Familiarly 
To be 	Half 	Writer 	Regularly 
Advantage 	Was 	Rather 	Irregu- larly 
Large 	Use (v) 	Legislature 	Peculiarly 
Wish 	Whose 	New 	Represented 
Shall 	Whom 	Now 	Into 
Issue 	Him 	New York 	Unto 
Usual-ly 	Important- Importance 	New Jersey 	

9. Where syllables or words are connected by hyphens, it indicates that such several words are represented by the same sign. For instance: "Usual-ly" means that "usual" and "usually" are represented by the same sign; "they-them" means that "they" and "them" are represented by the same sign, etc.

10. A figure after the name of a sign indicates its position; viz., Du-3 indicates that Du is to be written in the third position, etc.

NOMENCLATURE.

11. "Nomenclature" is from "nomen" (meaning "name") and "clature" (meaning "call")—signifying literally "name-calling." This word includes the special terms used in any branch of study. In the nomenclature is crystallized the important thought of each lesson; and the student who masters the nomenclature must incidentally acquire a fair understanding of the lesson. The nomenclature is the connecting link between the spoken words and their shorthand signs.

12. For reference purposes, the term "word sign" will be used in referring to single characters in the special lists (whether complete or incomplete expressions of words), such as Du-3 representing "advertisement," or Un-3 representing "own;" while the term "contraction" will be used to signify those incomplete forms which are represented by two or more stems, such as Ru-Gu for "regular," etc.

13. Twenty-four words are represented by the signs of their vowel sounds, and these signs are therefore called "vowel word-signs." (See plate 11.) All word-signs in plate 11-a, as well as all others to be hereafter presented, are consonant forms.

14. The labor of both instructor and student will be lightened if the dash-vowel word-signs are named after the consonant stems which they resemble. For instance: The sign for "all" resembles Bu in slant and shade; for "awe-already" resembles Du; for "ought" resembles Ju, etc. A descriptive name is secured by adding to the

names of the consonant stems the syllable "oid," which means "like" or "resembling." This syllable is found in "spheroid" (sphere-like), "alkal-oid" (alkali-like), "anthrop-oid" (man-like), etc. Consequently, "Budoid" means that the sign looks like a short Bu; "Dudoid," like a short Du; "Judoid," like a short Ju; "Putoid," like a short Pu; "Rutoid," like a short Ru (written upward); "Chutoid," like a short Chu (written downward), etc.

15. According to this nomenclature, the vowel signs in plate 11 are described as follows: All, Budoid-1; awe-already, Dudoid-1; ought, Judoid-1; too, Budoid-2; O-oh-owe, Dudoid-2; who, Judoid-2; of, Putoid-1; or, Tutoid-1; on, Rutoid-1; to, Putoid-2; but, Tutoid-2; should, Rutoid-2; the, Dot-1; a, Dot-2; an-and, Dot-3; you, Yuh-2 (the reason for this name will develop in the Coalescent lesson); I, Putoid-Rutoid-1; how (which is represented by either the first or the second half of its diphthong sign, according to the necessities of joinings), Rutoid-3 or Putoid-3; he, Chutoid-1.

MEMORY ASSISTANCE.

16. Of the dash-vowel word-signs, those for "on" and "should" are invariably written *upward*—Rutoid. "How" is represented by either the first half or the second half of its diphthong sign, according to the convenience of joinings; the first half may be written either Rutoid or Chutoid, but the second half is always written down (Putoid). All the other dash-vowel word-signs are *invariably* written by downward movements.

17. The signs for "new" and "now" have joined to them the signs of their diphthongs. In the case of "new-knew" the semi-circle is tilted sidewise to simplify the combination. In case of "now," the first half of the diphthong (Rutoid) blends with the Un-stem; only the second half (Putoid) shows.

18. "Nevertheless" and "notwithstanding" are represented by the signs of their first two consonants, intersected.

19. "New York" is represented by the sign of its abbreviation

(N. Y.), the Un being written in the position of the word-sign for "new."

20. "New Jersey" is written as if pronounced "New Juzy," the Zu-stem being added to more certainly distinguish it from New York when carelessly written.

21. The sign for "any" is vocalized with the second-position light dot, in order to avoid conflict with "in."

22. Where the same sign is presented for two or more words (as, for example, Du-3 for both "advertisement" and "had"), the student need have no misgiving, but may rest assured that there is no danger of legitimate conflict. The practice would not be recommended if experience had not demonstrated its safety. The context will guide in determining the word to be read, as it does in longhand in cases of words spelled alike, such as "read," "row," "tear," etc.; viz.: "They may tear the paper," "She shed a tear," "She may read," "They have read," "Jacob may row on the lake," "They kicked up a row," etc.

DEFINITION OF THE TERM "CONFLICTING."

23. Conflicting words are those that are interchangeable in a sentence and alter the sense without affecting the construction of the sentence. For instance, "me" and "him" are conflicting words, as evidenced by the following sentences: "She gave it to him," "She gave it to me." Consequently, "me" and "him" must be carefully distinguished in shorthand writing. But "they" and "them" are not conflicting words, because they are not interchangeable, as evidenced by the following sentences: "She gave it to they," "She gave it to them," "They may go," "Them may go." Consequently, "they" and "them" may be represented by the same sign in shorthand writing, as choice will be indicated by the context (by which is meant the grammatical arrangement of the various parts of a sentence, as well as one's knowledge of the subject).

DERIVATIVES FROM WORD-SIGNS.

24. Derivatives from word-signs are formed by adding the sign of the formative sound or sounds of the derivative to the primitive word-sign, the primitive sign being allowed to retain its position. See fourth column of plate 11-a: Un-Ju for "en-LARGE," Un-Zhu for "un-USUAL-LY," etc. See page 25, paragraph 64, for definitions of the terms "primitive," etc.

25. In the illustrations in paragraph 24, the primitive word is printed in capitals, and the formative syllable of the derivative is printed in small type. This practice will be adopted in future illustrations of this kind.

26. (a) If the sign of the primitive word lacks some of its terminal consonants, as in the case of Ru-Gu for "regu(lar)," this fact may be indicated by disjoining the sign of the final formative sound of a derivative, as "ly" of "regu(lar)ly," etc.

(b) If, however, the final consonant of the primitive word is present in its sign, then the sign of the final formative sound should be joined if convenient, as in case of "LARGE-ly." (See fourth column of plate 11-a.)

QUIZ ON WORD-SIGNS AND CONTRACTIONS.

27. 1. What is the meaning of nomenclature? 2. What is the technical difference between a word-sign and a contraction? 3. Give the descriptive name of the word-sign for "on"—for "he"—for the upward sign for "how"—for the downward signs for "how"—for "all"—for "who"—for "I." 4. How many of the dash-vowel word-signs are written upward? 5. How is "New Jersey" distinguished from "New York"? 6. Name the primitive portion of "untimely"—name the formative syllables of the derivative. 7. Should the "ly" sign be disjoined in outlining the word "peculiarly"?—why? 8. Should the "ly" sign be disjoined in outlining the word "calmly"?—why? 9. Are "he" and "him" conflicting words?—"our" and "her"?

28. The subject of Phrasing will now be considered, after which a series of sentences is presented as an aid to learning the word-signs, phrases, etc.

CHAPTER VI.

PHRASING.

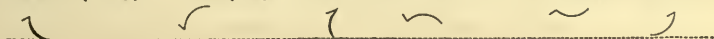
1. (a) A spoken phrase is a combination of two or more words having a specially close relationship; as for instance, "they may," "in the way," etc. A rapid speaker blends, or slurs, together the words of a legitimate phrase so that they address the ear as closely connected as the syllables of a single word, and the reporter sympathetically inclines to join their signs as he would the signs of the several syllables of a word. (b) Also, where in the slurred phrase certain sounds are omitted, the reporter omits them from the shorthand representation, as in "you will" (heard as "you'll"), "I have" (heard "I've"), etc.

2. **Caution.**—The mission of the shorthand phrase-sign is to indicate the close relationship of the connected words. The indiscriminate linking of the shorthand characters without regard to the dependence of the associated words (as for instance, "I will-if you give me-money-for them) is *not* phrasing, and should not be practised.

3. Carefully note the following points in regard to the shorthand representation of the spoken phrase:

4. The pronoun "I" (which, when standing alone is written Putoid-Rutoid) may in phrases be represented by either Putoid or Rutoid singly, as better suits the combination. The sign for "I" must always be written *above* the line, whether phrased or standing alone. To illustrate:

I-have (I've) I-will (I'll) I-think I-am (I'm) I-know I-shall



PHRASE POSITION.

5. The first word of a phrase (with the exception of "he") retains its position. See line 1 of plate 12: I may, you may, I will, you will, if they, for them, to think, of them, shall be, you are (you're).

6. The second word of a phrase may also be given its position if the *first* word is not thereby deprived of its position. This is practicable when a first-position dash or a horizontal-stem word-sign is followed by a descending non-horizontal stem. See line 2 of plate 12: I think, I thank, I do, I had (I'd), in each, in which, in much, in them, in view. In cases like the preceding, the first-position dash or horizontal is (without sacrificing its position) raised or lowered slightly to accommodate itself to the position of the descending sign.

7. "He" (represented by the aspirate tick) is legible in any position when phrased, and it is therefore made to assume the position of the sign to which it is joined. See line 3 of plate 12: He will (he'll), he was, he had (he'd), he may.

8. In all cases other than those specified above, only the *first* word-sign is written in position, and no attempt is made to give position to the other words of the phrase. See line 3 of plate 12: Your leave, by your leave, by them, may think, I will be, you will be.

9. While the joining of the signs of the several words composing a phrase is akin to the process of joining the signs of the several syllables composing an individual word, there is this important difference in their positioning: an individual word like "knotty," "natty," etc., has its first non-horizontal stem placed in the desired position; whereas in case of a phrase, the sign of the first word is placed in position, regardless of whether such sign is horizontal or non-horizontal. See line 4 of plate 12, and contrast "knotty" with "natty," and "any time" with "no time."

10. The dash-vowel word-signs should, as a rule, only be phrased when occurring as the first word of a phrase, as they then retain their position, which is essential to their distinctiveness. Exception,

however, is made in favor of "should" and "he," which may be written occasionally as the *second* word. See line 4 of plate 12: You should, if he, you should be, if he was, you should know, you should think. This causes no conflict with tick for "the" to be explained later.

SPECIAL PHRASES AND DISTINCTIONS.

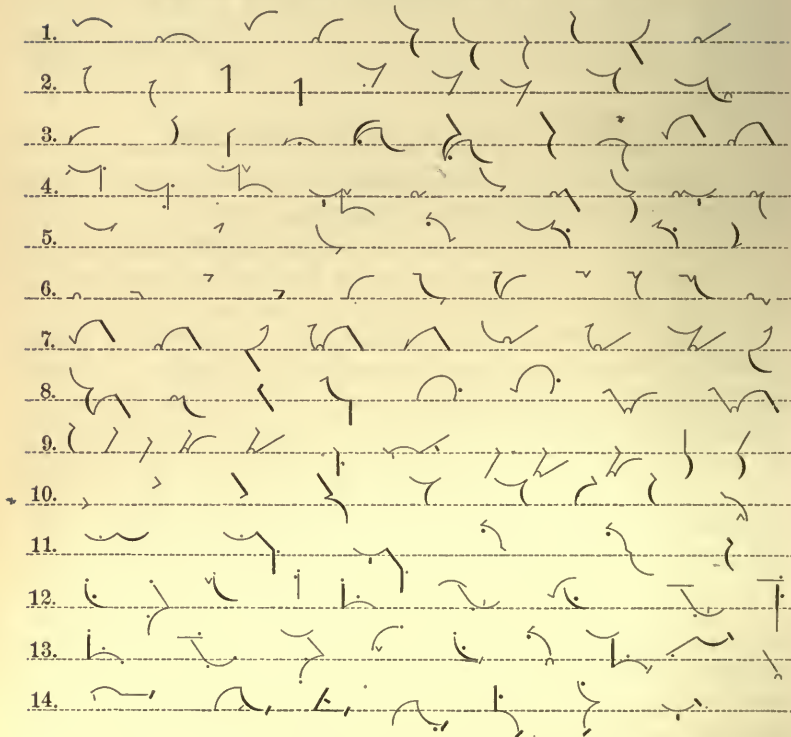
11. Rutoid-1 for "I" never conflicts with the sign for "he," which is always written Chutoid. Contrast:

I had 1, he had f: I was 2, he was 3.

12. (a) The word "the" is phrased by a tick which is written Chutoid or Rutoid, according to convenience of joining. This tick may be written either at the termination or in the middle of outlines, but *not* at the beginning. See line 5 of plate 12: In the, on the, for the, hear the, in the way, on the way, was the. (b) In writing "the," preference should be given the tick rather than the dot. The dot should be used only when "the" begins a sentence, or when the tick cannot be joined easily and legibly at the termination of signs.

13. (a) The word "and" may be phrased by a Kutoid-tick, written at the beginning or in the middle of outlines. The "and"-tick always assumes the position of the sign to which it is joined. See line 6 of plate 12: And you, and to, and he, and who, and will, and have the, and they will. (b) In the phrase "and I," use the full diphthong sign for "I." See line 6 of plate 12: And I, and I think, and I have, you and I. (c) When the Kutoid does not join easily, use the dot below the line for "and." Exception is made in the case of the common and useful phrase "& Co.," in which Tutoid is allowed, as Kutoid would not join legibly; viz., -----. This causes no conflict with "but," as it is never phrased with Ku. (d) Do not write the "and" tick at the termination of outlines.

PLATE 12.
EXERCISE ON PHRASING, PREFIXES AND SUFFIXES.



14. (a) One of the most exasperating mistakes which a reporter can make is to transcribe "a" or "an" for "the," or *vice versa*. "The" is *definite*, whereas "a" and "an" are *indefinite*. Cases have been thrown out of court and litigants put to the expense of a new trial on account of the substitution of one of these words for the other. (b) Kutoid may be used for "a" or "an" at the end of strokes to which the "the"-tick is written Chutoid, as there is then no risk of accidental resemblance in careless writing. Contrast Un-Kutoid with Un-Chutoid. But this should not be practised where Rutoid is

used for "the," as conflicts would surely ensue. Contrast Tu-Rutoid with Tu-Kutoid. (c) Neither "a" nor "an" should be represented by a tick at the beginning of strokes, as conflict with "and" would result. All risk is avoided by using dots for "a" and "an" except in combinations as above specified.

15. "A" and "an" have the same meaning in speech—the choice being governed entirely by smoothness of utterance. To facilitate the glide from one word to another, "a" is used before a word which begins with a consonant sound, and "an" is used before a word which begins with a vowel sound. For instance: A pear, an ape. This is a valuable aid in reading unvocalized notes, as a dot on the line indicates that the following word begins with a consonant, whereas a dot below the line indicates that the following word begins with a vowel.

16. The useful phrase "and the" is written Kutoid-2-Chutoid—that is, with the Kutoid resting flatly upon the line; viz., , . This treatment avoids conflict with "and he," "and who," etc. (See signs of these latter phrases in line 6 of plate 12.)

17. Each shorthand principle contributes some peculiarity to the phrasing scheme, and the learner's full acquirement of the subject must wait upon his mastery of the various lessons. The most approved examples will be presented from time to time, and they should be thoroughly learned. In addition to the illustrations given in the preceding paragraphs, the following common and useful phrases are presented in this lesson (line 7 of plate 12): I will be, you will be, I shall be, I think you will be, he will be, if you are, I think you are, in which you are, I shall have; (line 8), if they will be, you should have, ought to be, I have had, will say, I will say, I hope you will, I hope you will be; (line 9), of them, of which, of much, of which you will, of which you are, to-day, to-morrow, to which, to which you are, to which you will, it was, which was; (line 10), to the, of the, by the, by the way, in your, in them, of your, of them, of our.

ADVANTAGES OF PROPER PHRASING.

18. No part of shorthand is perhaps so little understood, and at the same time so much abused, as that of phrasing. Many reporters unjustly condemn it simply because they never acquired the ability to intelligently use it, and therefore find it dangerous in their practice. It is a good tool; but if its use is not thoroughly mastered, it had better be let alone. All may understand it, however, with a little patient study; and it is well worth cultivating, as *proper* phrasing confers legibility as well as speed.

COMPOUND WORDS.

19. Word-signs are used to represent the syllables of other words, as in the case of "any" and "thing" combined to represent "anything." These compound words (as they will be termed) are treated after the manner of phrases—the sign of the *first* syllable being given its position. See line 11 of plate 12: Anything, anybody, nobody, hereto, heretofore, although.

PREFIXES AND SUFFIXES.

20. A **Prefix** is a beginning syllable common to many words, as "com" and "con" in words like "*compel*," "*convey*," etc.

21. A **Suffix** is a terminal syllable common to many words, as "ing" and "ingly," in words like "*going*," "*lovingly*," etc.

22. (a) The prefix "con" or "com" is represented in shorthand by a dot immediately preceding the beginning of a stem. See line 12 of plate 12: Convey, compel, connive, commit, condemn. (b) Note that the two "N's" of "connive" are included in the syllable represented by the dot. This is also true of the two "M's" of "commit."

23. Occasionally the "con" or "com" syllable may be *implied* by writing the sign preceding it over or near the sign following it. See line 12 of plate 12 (the parentheses indicate the omitted syllables): my (com)pany, I will (con)vey, ac(com)pany, ac(comm)odate. It

will be noticed that the sign preceding the omitted "con" or "com" may be either that of a separate word or of a preceding syllable of the same word.

24. The suffix "ing" is expressed by a *dot* placed immediately after the termination of a stem. See line 13 of plate 12: Condemning, accompanying, in compelling, lying.

25. "Ing-the" may be represented by writing the tick for "the" disjoined in the "ing"-dot's place. "Ing-you" may be similarly expressed by writing "yuh" disjoined in the "ing"-dot's place. See line 13 of plate 12: Conveying the, hearing you, in condemning the, wringing the, hoping you.

26. "Ingly" is represented by a heavy slanting tick written disjoined in the "ing"-dot's place. See line 14 of plate 12: Mockingly, lovingly, jokingly, laughingly, daringly, feelingly, knowingly.

QUIZ ON PHRASING, ETC.

27. 1. Connect by hyphens the words composing proper phrases in the following sentence: "I will be in the meadow to-morrow in time to help you if you are ready to mow the hay." Write this sentence in shorthand. 2. Which half of the diphthong-sign (Putoid or Rutoid) is used in phrasing "I will"?—"I have"? 3. Write "and I know" as a phrase. 4. Which word of a phrase generally retains its position? 5. Is the second word of a phrase ever given its position, and if so under what circumstances? 6. Is the tick for "the" ever written at the beginning of signs? 7. When is the dot used for "the"? 8. Is the tick for "and" ever used at the end of stems? 9. When Kutoid does not join legibly at the beginning of stems, how is "and" represented? 10. Does the use of the indefinite word "a" indicate that the following word begins with a vowel or with a consonant?—"an"? 11. What is a "compound" word?—what governs its position? 12. How may the prefix "con" or "com" be implied instead of being written by the dot?—write "your company" in shorthand. 13. How is "ing-the" represented in

shorthand?—"ing-you"?—"ingly"? 14. How are "I" and "of" distinguished in writing the phrases "I think" and "of them"?

SENTENCE PRACTICE ON WORD-SIGNS, PHRASES, PREFIXES, SUFFIXES, ETC.

28. The sentences in paragraph 31 are intended as a pleasurable aid to memorizing the word-signs, phrases, etc. (See plates 13 and 14.) In constructing the sentences, care has been taken to associate words in such a way as to insure a valuable review of the principles, as well as to demonstrate the necessity of certain distinctions. Also, while ample practise is afforded on phrasing, it has been so restricted as to give the word-signs all necessary prominence, and thus facilitate their acquirement. Practise with these sentences as directed in paragraph 103, page 53.

OMISSION OF VOWEL SIGNS.

29. The grammatical dependence of words in a sentence proves a great help in reading shorthand forms. For this reason, if the consonant form is fairly suggestive, the vowel signs may very often be safely omitted. This has been done to a limited extent in plates 13 and 14 in order to accustom the learner to reading unvocalized outlines. The practise will be gradually increased in subsequent exercises.

POCKET COMPANION FOR THE WORD-SIGNS, ETC.

30. The learner should provide himself with a small blank book in which he should copy all the word signs, phrases, and special forms of all kinds which may be gleaned from the book, from class instruction, or from whatever source. A few pages may be allotted specially for brief characters like the vowel word-signs. The consonant-stem word-signs and phrases should be arranged, for convenience of reference, in the order of the phonographic arrangement found in plate 1; viz., Pu, Bu, Tu, Du, Chu, Ju, etc. This book can be carried in the pocket, and will prove an invaluable aid in memorizing the word-signs, etc., being everywhere and at all times available for consultation.

PLATE 13.

SENTENCE PRACTICE ON WORD-SIGNS, ETC.

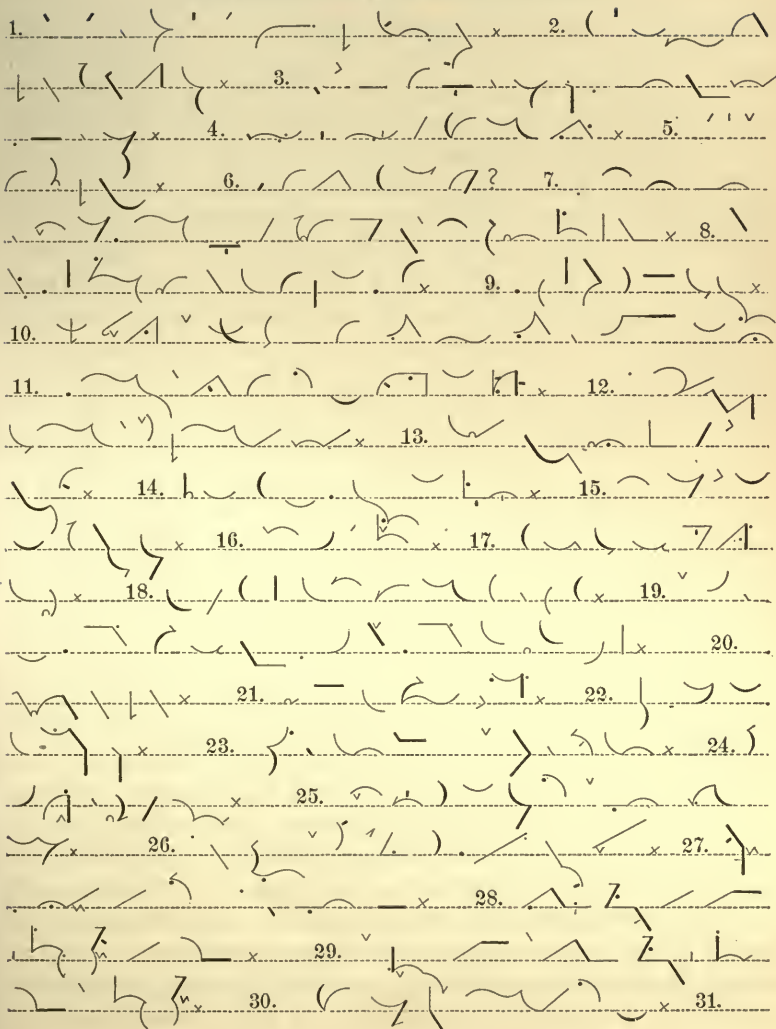
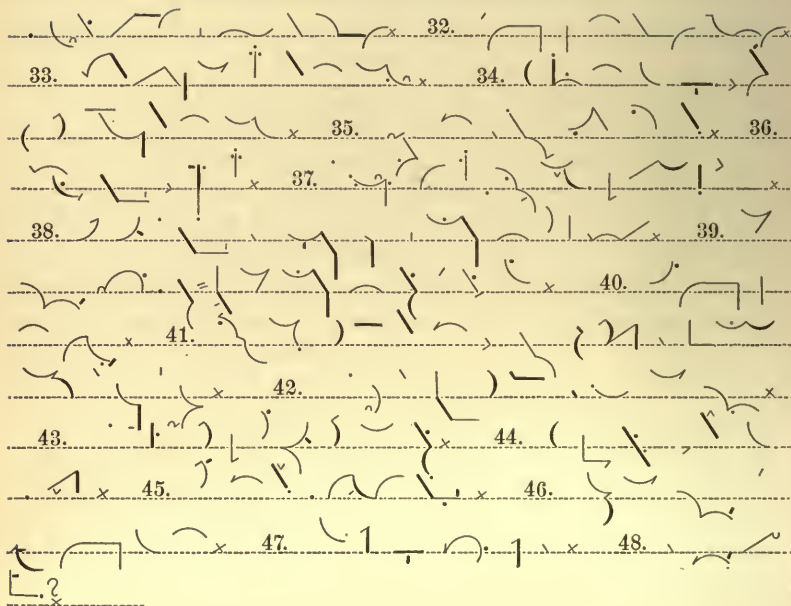


PLATE 14.
SENTENCE PRACTICE ON WORD-SIGNS, ETC.



KEY TO PLATES 13 AND 14.

SENTENCE PRACTISE ON WORD-SIGNS, PHRASES, ETC.

31. This exercise should be practised until it can be written neatly and accurately from dictation without hesitation :

1. All ought to feel awe on looking at the foaming pool. 2. They already know how many will be at the party, and they ought to be ready for them. 3. Two of the company will go to New York to-day, and come back to-morrow and go to New Jersey. 4. Too many owe money which they will never repay. 5. He or I will see you at the bank. 6. Who will represent them in the Legislature? 7. An important improvement came to my knowledge a month ago which I think you will acknowledge to be of importance, although you may

deem it peculiar. 8. By paying a dollar each month you will pay for your advertisement in a year. 9. A thousand-dollar bill was given for the farm. 10. Notwithstanding the high rate, I nevertheless think the company will ship many sheep to Chicago in May. 11. A manufacturer of rope will ere long locate in Toledo. 12. The machinery should be ready for the manufacture of ice at the manufactory to-morrow. 13. If you are bankrupt you may take advantage of the bankruptcy law. 14. Do you know they own a farm in Tacoma? 15. My knowledge of the English language I think above the average. 16. I am usually on time. 17. They now have the new coach ready for use. 18. However much they do for him, he will never think to thank them. 19. I wish to own a copy of your new book, and shall buy a copy if you ever issue it. 20. I hope you will be happy at the party. 21. You should give half of your money to the needy. 22. It was an unusual thing for anybody to do. 23. She was too familiar altogether; I object to her familiarity. 24. He was usually allowed to use the large room. 25. My home was in Virginia ere I came to live in New York. 26. The party whose name I saw on the check was a rather poor writer. 27. Obadiah and Maria are here; the two came together. 28. Rebecca and Jacob are regular, but Timothy and Josiah are irregular. 29. I admire the regularity of Rebecca and Jacob, but condemn the irregularity of Timothy and Josiah. 30. They will enlarge the tobacco manufactory ere long. 31. A few pay regularly, but many pay irregularly. 32. He looked at me peculiarly and familiarly. 33. I will be represented in the committee by my nephew. 34. They condemn me for going to the ball, though I was accompanied by my nephew. 35. You should compel him to compare the sheep ere buying. 36. I am conveying the book to the auditing committee. 37. The community will commit an error in conniving at the wrong-doing of the company. 38. I shall show the book to nobody to-day, but anybody may see it to-morrow. 39. In each room you will see a bath-tub in which anybody may bathe on paying the fee. 40. She looked at me laughingly. 41. Heretofore nothing was given by him to the poor, although I

was ready to take anything in the way of food or fuel. 42. The use of tobacco was altogether too common in the army. 43. The day I was at the sea-shore he was in bathing. 44. They took the baby and the boy for a ride. 45. I saw him buying a lovely bouquet. 46. If he was in the room, he should have looked for me. 47. If I do go, he will say I had to. 48. To whom are you talking?

CHAPTER VII.

INTRODUCTION TO STEM MODIFICATIONS.

1. The remaining lessons in the book treat of extra methods of writing certain consonants by means of stem modifications (see page 56, par. 4). The increased shorthand material thus furnished opens up to the learner every avenue of reporting. A smaller supply, and consequently easier system, could be more readily mastered, but the learner would be forever barred out from the more useful and remunerative fields of reporting. A few weeks extra of study during the learning stage will be amply repaid by after years of superior results.

2. The aim of the subsequent instruction is to enable the student to avoid the use of stems when they are not needed to furnish places for vowel signs—thus securing an increase of speed without any sacrifice of legibility. The first thing, then, is to understand when stems are necessary. The use of the stems has been pretty thoroughly explained in the previous lessons; but to refresh the student's memory, the following generalization is here presented:

3. Stems are required to provide place for vowel signs:

(a) When there is only one consonant in a word, as in "so," "way," etc.

(b) When a consonant immediately follows a *beginning* vowel, as in "ask," "awake," etc.

(c) When a consonant immediately *precedes* or immediately *follows* two concurrent-vowel sounds, as in "Siam" (Si-am), "poet" (po-et), "pious" (pi-us), etc.

(d) When a consonant immediately *precedes* a final-vowel sound, as in "fussy," "pity," "penny," etc.

4. The use of stem modifications is confined to cases not covered by the foregoing paragraphs.

5. Each stem-modification lesson covers a certain class of words, which words are withheld until that particular lesson is reached. The student is thus assured of not acquiring anything he will have to unlearn.

SCALE.

PHONOGRAPHIC YARD-STICK FOR REFERENCE PURPOSES.

6. For convenience of reference, there is here presented a scale showing the order in which the sounds of the different modifications are to be read when several occur on the same stem. In the absence of any one or more of the modifications specified on page 56, the remaining ones are read in the same relative order as shown in the scale. This scale will be introduced in each subsequent lesson, showing the modifications possible up to and including that lesson. The scale also shows the relative order of reading vowel signs, which it will be observed is always either immediately before or immediately after the stem-sound—the coalescing L, R, or large Wu hook being considered as welded parts of the stem.

1—Uns-curl.

2—Beginning circle or loop.

3—Small Wu-hook.

4—Vowel before stem.

5—Stem.

6—L, R, or large Wu-hook.

7—Vowel after stem.

- 8—Syllable added by lengthening stem.
- 9—Final hook.
- 10—T or D added by halving stem.
- 11—Final circle or loop.
- 12—Sun or Eshon curl.

7. As the average student of shorthand experiences as much difficulty in determining *what* the sounds of words really are as he does in learning the shorthand signs for those sounds, to bridge over this difficulty the analysis of some of the most puzzling words will be shown from time to time in parentheses.

8. With this introduction, the use of the stem modifications will now be considered in detail.

CHAPTER VIII.

CIRCLES AND LOOPS.

FIRST STAGE—PARAGRAPHS 1 TO 31.

1. (a) This lesson treats of two circles and two loops, which represent S and Z sounds and various combinations of them. Not the S and Z letters, let it be emphasized, but the sounds, no matter how represented in the common spelling. Phonography expresses what is heard, and not what is seen. (b) Where words in subsequent illustrations are connected by hyphens it indicates that they are pronounced alike, and therefore written alike in shorthand.

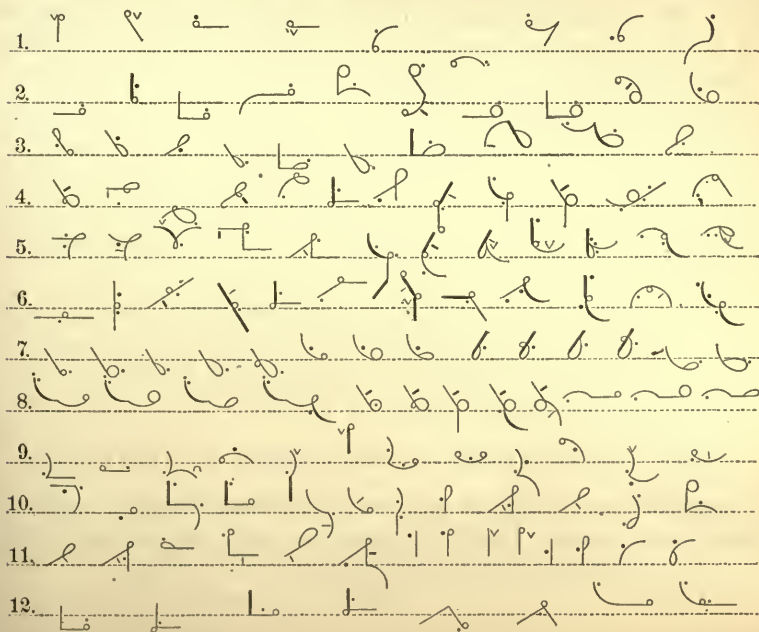
2. (a) A small circle at the *beginning* of an outline indicates that the sound of S (regardless of the common spelling) is the first one to be read; that is, no vowel sound can be read before it. See line 1 of plate 15: Site-sight-cite, spy, seek, sky, sell-cell, Sam, cinch (sinch). (b) A pure S sound is simply a hiss, for which reason it is styled the "sibilant," which means "hissing."

3. Beginning Z is expressed by its stem, in order to clearly distinguish between such words as "seal" and "zeal," etc. See line 1: Seal, zeal.

4. A small circle at the *termination* of an outline indicates that the sound of S or Z (regardless of the common spelling) is the last one to be read; that is, no vowel sound can be read after it. See line 2: Ax (aks), days-daze, tax-tacks, lax-lacks.

5. (a) Note that the letter X generally combines the two sounds "ks," and is so represented in shorthand. (b) The term "coalescence" will be applied to blending consonant sounds (as "st" in "past," "str" in "pastor," etc. These consonants are not-coalescing (i. e., non-coalescing) in "upset" and "restore." Coalescing *vowels* are illustrated by the diphthongs presented on page 27, par. 2, and page 32, par. 19.

PLATE 15.
WORD-EXERCISE ON CIRCLES AND LOOPS.



6. (a) A large circle indicates the combination of two sounds of S or Z separated by merely a vowel sound, as in "system" (sys-tem); not two S letters, be it understood (as in "pass"), but two sounds, no matter how many letters or what letters may be used in the common spelling. (b) The large circle may be used at either end of outlines, provided the requirements of paragraph 3, page 74, are not violated. See line 2 (the sound-groups represented by the large circle are pointed off by colons): Sys:tem, suspicious (sus:pi:shus), access (ak:s'es), taxes (tak:s'es), sources (sor:s'es), faces (fa:s'es).

7. (a) A small loop, made narrow and covering about one-half of a stem, expresses coalescing "st" sounds, no matter how represented in the common spelling. (b) The small loop may be written at either end of stems, provided the requirements of paragraph 3, page 74, are not violated. See line 3 (the loop sounds are pointed off by colons): St:eps, pa:ste-pa:ced, ra:ced (raste), pa:st-pa:ssed, taxed (tak:st).

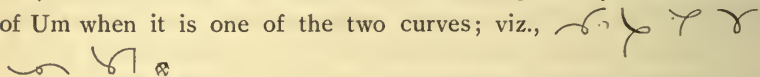
8. (a) A large loop, made broad and covering about two-thirds of a stem, expresses coalescing "str" sound-groups, no matter how represented in the common spelling. (b) The Str-loop is used at the *termination* of stems only; never at the beginning. Care must be taken to avoid violating requirements of paragraph 3, page 74. See line 3 (the "str" sound-groups are pointed off by colons): Pastor (pa:str), Dexter (Dek:str), lob:ster, inve:stor, He:ster. (c) The representation of *beginning* "str" (as in "strike") is well provided for in a subsequent lesson.

9. An additional sound of S or Z immediately following a large circle or either of the loops is expressed by turning a small circle on the back of the stem. See line 4: possesses (po:s'es:es), co:st:s, ma:ster:s, ho:st:s, li:st:s.

CIRCLES AND LOOPS IN THE MIDDLE OF OUTLINES.

10. The circles may be used between crossing stems to represent *either* S or Z sounds. See line 4, plate 15: Desk, resist, justice (justis), visit (vizit), possessed (posest), necessary (ne:s'es:ary), lisp.

Rule 6.—Between two curves (as Vu-Ul, Un-Ul, Wu-Lu, Un-Um, etc.), turn in the most convenient direction—generally on the inside of Um when it is one of the two curves; viz.,



(b) Lines 4 to 6 illustrate the writing of circles and loops between stems. Keys to lines 4 and 5 will be found in paragraphs 10 to 12. See line 6 for outlines of the following words: Cask, tasty, rosary, Busby, desk, risk, subside, gasp, receive, deceive, lesser, evasive.

EVOLUTION OF DERIVATIVES FROM PRIMITIVES.

14. To trace the growth of the small circle into the large circle and the loops, see line 7: Pass, passes, past, pastor, pastors.

15. (a) When the outline of a primitive word terminates in a small circle or in a small loop, the other circle and loop modifications are utilized in the formation of the derivatives. See line 7 (the various groups of primitives and their derivatives are pointed off by semi-colons, the first word in each group being the primitive): Face, faces, faced; jest, jests, jester, jesters; fast, faster; (line 8) convince, convinces, convinced (convinst), convincive; possess (po-ses), possesses (po-ses-es), possessed, possessive, possessor; mix (miks), mixes, mixed (mīkst).

(b) It will be observed that if a primitive (like “face”) terminates in a small circle, the formative S of a derivative (like “faces”) is added by enlarging the circle, and the formative T of a derivative (like “faced,” faste) is added by lengthening the circle out into a small loop; if a primitive (like “possess”) terminates in a large circle, a formative S of a derivative (like “possesses”) is added by turning a small circle upon the back of a stem, and the formative T of a derivative like “possessed” is added by means of the Tu-stem; if a primitive (like “jest”) terminates in a small loop, a formative R of a derivative (like “jester”) is added by enlarging the loop, and an additional formative S (as in “Jesters”) is added by turning a small circle upon the back of the stem.

GUIDE TO USE OF THE VARIOUS EXPRESSIONS OF S, ST, ETC.—HINTS AS TO VOCALIZATION.

(SEE CHAP. 7, PARS. 2 TO 4.)

16. (a) As beginning circles and loops are the first sounds read, they must exclude (bar out) initial vowels. (b) As final circles and loops are the last sounds read, they must exclude final-vowel sounds. (See Chap. 7, paragraphs 2 to 4; also scale, par. 19.) Contrast the following pairs of words (see line 9 of plate 15): Ask, sack; assume, same; aside, side; essence, sense; assayer, Sayre; assignee, sunny; (10) Casey, Case; Dixey (Diksy), Dix (Diks); fussy, fuss; Esty, State; rusty, rüst; assist, system.

17. (a) The loops indicate coalescence of consonants; they must not be used if vowel sounds intervene. See line 11 and contrast: Roast, russet; stick, Sitka; roster (rostr), restore. (b) Coalescing "St" when beginning words should be generally expressed by the loop, instead of the circle on Tu, if a stem consonant follows, as in "stick."

18. (a) A vowel to be read *after* a beginning circle or loop must be placed *before* the stem; and (b) a vowel to be read *before* a final circle or loop must be placed *after* the stem. (See scale, par. 19.) That is to say, the simple thought in vocalizing is to place the vowel sign so as to show its proper relationship to the stem—whether *before* or *after* it. The circle or loop does not affect this relationship of the vowel sign to the stem. This is shown by the following series of outlines; see line 11 (the circle and loop sounds are pointed off by colons): Eat, s : eat; tie, s : ty; ate, st : ate; ale, st : ale.

19. It will be seen from paragraph 18 that the rules relating to placing vowel signs between stems do not apply to vowels occurring between stems and circles or loops. See line 12 of plate 15 and contrast: Tax (taks), task; decks, desk; wraps (raps), rasp; fix (fiks), physic (fizik).

SCALE FOR CIRCLE AND LOOP LESSON.



(SEE CHAP. 7, PAR. 6.)

- 1—Uns curl.
- 2—Beginning circle or loop.
- 3—
- 4—Vowel before stem.
- 5—Stem.
- 6—
- 7—Vowel after stem.
- 8—
- 9—
- 10—
- 11—Final circle or loop.
- 12—Sun curl.

NOMENCLATURE (NAME-CALLING).

20. (a) In speaking of the circles and loops separately from the stems, the small circle is styled "Iss," the large circle "Sus," the small loop "Stu" (vowel sounded as in "up"), the large loop "Stur." (b) In combination, all the sounds of a stem and its various modifications are *blended as nearly as possible into one syllable* to form a name for such modified stem, the vowel sound of "up" or "ebb" being used, inserted in the same order as in the word represented. For example, the outlines in line 1 of plate 15 are named respectively "Sut," "Spu," "Sek," "Sku," "Sul," "Sum," "Sun-Chu," etc. Combinations of stems with the large circle are styled "SusTu," "SusPu," "SusUks," "Tusus," "Pusus," etc. In combination with the small loop they are styled "StuPu," "StuTu," "Pust," "Tust," "Ukust" (suggestive of "accost"), "Utust" (suggestive of "attest"), etc. In combination with the large loop they are styled "Pustr," "Tustr," etc. Extend this practise on the nomenclature by substituting the other stem-sounds for the stem-sounds in the preceding examples. The names of the strokes thus become connecting link between the spoken word and its shorthand representative.

READING AND WRITING EXERCISE.

22. (a) The outlines in plate 15 should be copied in exercise book and practised as directed in paragraphs 8 and 9, page 14. After this has been done, and the third column of exercise book verified by comparison with the first column, then write the test words in paragraphs 23 to 31 for the instructor's inspection, inserting the vowel signs freely. (b) Care must be taken to comply with the rules for turning the circles on and between stems (see paragraph 13). If these rules are violated (that is, if the circles or loops are turned otherwise than in the manner prescribed) other sounds are combined with the sounds of such circles and loops. For instance:  reads Iss-Ru, whereas  reads Iss-Hu; or, more strictly, as the beginning circle always represents a hiss, they should be read Su-Ru and Su-Hu. This will be more fully explained when the hook lessons are reached. The caution is inserted here in order to put the learner on the alert and prevent his forming bad habits which will embarrass his future study. Prepare the test words as directed on page 21, paragraphs 42 to 46.

23. **On Single Straight Stems.**—See Rule 1 and paragraph 18.—Sought, stay, apes, pace, sorry, rose, Cicero (Sisero), such, suggest (sujest), scheme (skeem), reduces (redooses), houses, haste, coaster, duster, seeks, skies, stories, sobs, costs.

24. **On Single Curved Stems.**—See Rule 2.—Safes, suffices (sufises), Cicily (Sisily), steals, least, masts, stems, stamps, imposes, songsters, wastes-waists, senses, soothes, Seth's, sashes, stores, sings, signs, stars, sources.

25. **Between Repeated Straight Stems.**—See Rule 3 and paragraph 19.—Cossack (Cosak), desist, research (Rus-Ru-Chu), decide, outside, deceit (deseet).

26. **Between Straight Stems Joined at an Angle.**—See Rule 4.—Passage, rasp, Chesapeake, Jessup, task, accessory (aksesory), despise, upside, exist (egsist), discharges, disrobe, absorb (Bus-Ru-Bu), resides, beseech.

27. Between a Straight and a Curved Stem.—See Rule 5.—*Passer*, passive, cousin, chasm (kazm), desire, dazzle (dazl), Lusk, physis (fizik), Mississippi (Misisipi), message (mesej), basin, bosom, successive (suksesiv), wasp, lusty, mask, music, sorcery (sorsry), possessor (posesor), possessive (posesiv), Missouri (Mizoori), seriously (Srus-Lu).

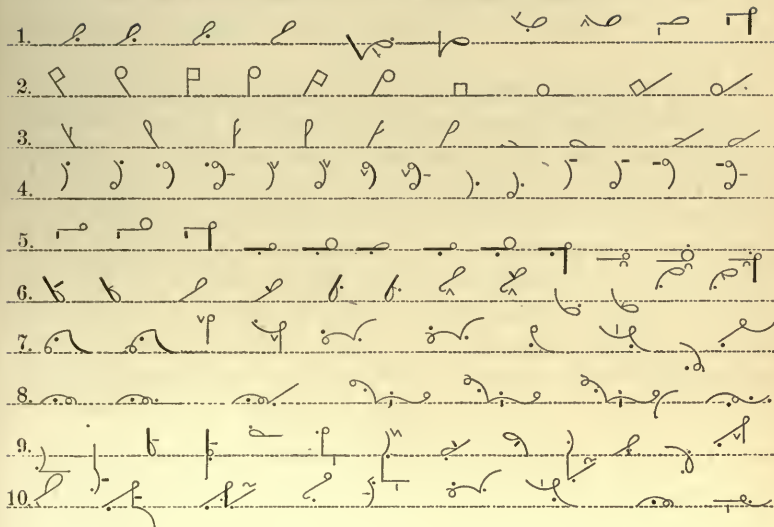
28. Between Two Curves.—See Rule 6.—*Wiser*, loosely, chisel (Chus-UI), choicely (Chus-Lu), lesser, sorcerer, sparsely, Cincinnati (Sinsinati), evasive, unseen, Sing-Sing, thistle (thisl), facility (fasility), imbecility, venison.

29. Medial Loops.—See paragraphs 11 and 12.—*Chesterville*, justify, statistics (st : ati : st : iks), egotistic, destiny, mustache.

30. Primitives and Derivatives.—See paragraphs 14 and 15.—Reduce, reduces, reduced ; suspicious, suspiciously, unsuspiciously, suspiciousness ; vex, vexes, vexed ; resist, resists, resistless, resistlessly ; pace, paces, paced ; boast, boasts, boaster, boasters ; suggest (sujest), suggestive, suggestively, unsuggestiveness, suggests ; wise, wisely, wiser, wisdom, unwisely ; assess (ases), assessor, assessed, assesses ; possess (poses), possessor, possessing, possessed, dispossess, dispossessed ; test, tests, tester, testers ; ecstasy (ekstasy), ecstasies ; conspire, conspires, conspiracy, conspiracies ; evince, evinces, evinced, evincive ; policy, policies ; lease, leases, leased (least), lessee, lessees, lessor, lessors.

31. Miscellaneous.—*Chaste*, raced, loses, vestige, visage, mucilage, vasalage, rosary, checks, snatches, decisive, incisive, noxious (nok-shus), suspiciously, dusty, dispatch, subsidy, sunsets, synopsis, lobsters, gamesters, teamsters, subsist, insist, forces, leased, spiced, Wooster, investor, assesses (aseses), rallies.

PLATE 16.
WORD-EXERCISE ON CIRCLES AND LOOPS.



SECOND STAGE—DISTINCTIONS.

PARAGRAPHS 32 TO 42.

32. To distinguish "zd" from "st,"—as in "raised" (razed), and "raced" (raste)—"d" may be indicated by *shading the loop* when it terminates in a *downward* motion, which makes shading practicable (as upon Lu, Ru, Hu, and Un); and by writing the Du-stem after the Iss-circle in other cases. See plate 16, line 1, and contrast: Raced, raised (razed); haste, hazed; ballast, utilized; honest, noised (noized); cost, caused (kawzd).

33. (a) Bear in mind that in rapid work great care cannot be exercised; therefore necessity for nice distinctions should be avoided as far as possible. Consequently the habit should be cultivated of making a wide difference in the relative sizes of the two circles and of the two loops—so that, when reading, their value may be unmistakable. Make the Iss-circle very small, and the Sus-circle very

large. (b) It is because the distinction of size cannot be relied upon in the case of *beginning* loops, that the Stur-loop is confined to the termination of stems—any sized loop at the beginning of stems being read for “st.”

34. (a) In writing beginning circles and loops, much hesitation is caused in determining the beginning movement. Observe that the beginning movement in the formation of a beginning circle is at *right angle* to the stem. In order to acquire alertness and precision in the attack on circles, practise forming a square at the beginning of a stem; repeat the operation several times, each time increasing the speed, and finally rounding the square into a circle. (See line 2 of plate 16.) (b) In the case of beginning loops, observe that they start by a motion opposite to that in which the stem is written, and at an acute angle to it. (See line 3 of plate 16.) Thoughtful practise along these lines will be amply repaid by results.

PRIMITIVE OUTLINES THE FOUNDATION OF DERIVATIVES.

35. Shorthand rules apply mainly to primitive (foundation) words, which are comparatively few. Derivative syllables comprise the superstructure, and naturally conform to the foundation plan. *Impress this point*; many *apparent* inconsistencies all through shorthand study may be reconciled on this theory. For example, the word “sees,” whose only consonants are two “s” sounds, has two possible outlines—a stem-Us with a beginning circle, or a stem-Us with a final circle. “Sees,” however, is derived from the primitive “see,” in the construction of which the first “s,” being the only consonant in the word, must be a *stem*; therefore the final “s” in “sees” is the formative sound and is appropriately expressed by the circle. “Seize” being a primitive word, the circle rule naturally applies to it; viz., write the circle-Iss for the beginning S-sound. See line 4 of plate 16, and contrast: See, sees; seize, seizes; sigh, sighs; size, sizes; say, says; saw, saws; sauce, sauces.

36. Position rules apply to primitive words. Therefore, in writing derivatives, primitive forms are allowed to retain their positions,

regardless of the first-nonhorizontal idea. See line 5: cause, causes, caused; guess, guesses, guessed; gaze, gazes, gazed; accuse, accuses, accused.

ED-TICK.

37. (a) The outlines of such words as "roast," "boast," etc., terminate properly in the small loop. A small tick, written in any convenient direction, is attached to the loop of such outlines to represent the formative "ed" syllable of the derivatives "roast-ed," "boast-ed," etc. This tick permits the retention of the primitive forms, and proves a valuable aid to the logical formation of derivatives; its full use will develop in subsequent lessons. See line 6 of plate 16, and compare primitives and derivatives: Boast, boasted; roast, roasted; jest, jested; hoist, hoisted; fast, fasted; list, listed. (b) "The" should be represented by its dot when following the "ed"-tick, as in "roasted the," etc.

N-CURL AND RIGHT-CIRCLE.

38. Another aid to the logical formation of derivatives is the "N-curl." This is turned on the back of stems to express the N-sound preceding or following *right*-circles, and the object of its invention is to avoid a bad joining of a right-circle with the Un-stem. It is used only in connection with *right*-circles; the Un-stem is always used with *left*-circles. See line 7 of plate 16, and contrast use of the left Un-stem and the right Un-curl: Slave, enslave; sight, insight; seemly, unseemly; safe, unsafe; arson, reason; (line 8) mason, masonic, masonry; ceremonious, unceremonious, unceremoniously.

39. It will be observed from the foregoing illustrations that the vowel of the "in" or "un" syllable is disregarded when the Un-curl is used at the *beginning* of outlines. The Un-stem must be used, however, when N immediately precedes a final-vowel sound. See line 8: Massena.

40. **Nomenclature.**—The outlines in lines 7 and 8 are named as follows, taking them in order of occurrence: Slu-Vu, Unsl-Vu, Sut, Un-Sut, Sum-Lu, Unsum-Lu, Suf, Un-Suf, Ursn, Ru-Sun, Musn,

Musn-Uk, Musn-Ru, Sur-Mu-Nus, Unsr-Mu-Nus, Unsr-Mu-Nus-Lu, Mus-Nu. It will be observed that the vowel in the syllable-name is placed in the same order as in the word represented. As the beginning curl *precedes* the circle, it is called the Uns-curl. As the final curl *follows* the circle, it is called the Sun-curl. The name thus indicates the relative order of occurrence of the sounds of curl and circle. (See scale, par. 19.)

READING AND WRITING EXERCISES.

41. Copy the outlines in plate 16 on the three-column plan as previously explained, and then write for the instructor's inspection the following words. The groups parted off by semicolons comprise primitives and derivatives: Piece, pieces, pieced; poise, poises, poised; abase, abases, abased; abuse, abuses, abused; invest, invests, invested, investor, investors, uninvested; peruse, peruses, perusal, perused; purist; civil, civilize, civilizes, civilized, uncivil, civility, uncivilized; arsenic; arsenal; saw, saws, sawyer; amass, amasses, amassed; amuse, amuses, amused; molest, molèsts, molested, unmolested; rest, rests, rested; arrest, arrests, arrested; sully, sullies, sullied, unsullied; incense, incenses, incensed; waste, wastes, wasted; menace (menes), menaces, menaced.

REVIEW OF THE CIRCLE AND LOOP LESSON.

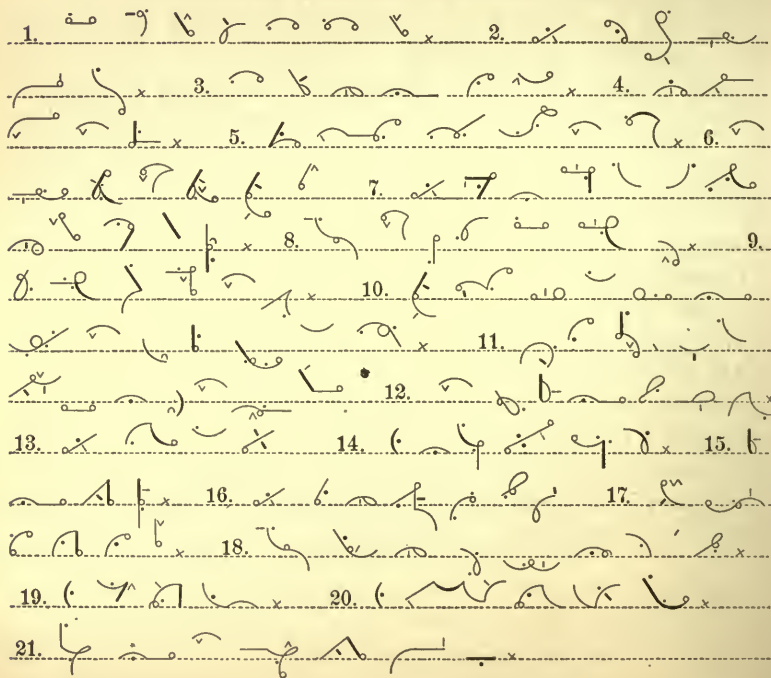
42. Twenty-two outlines are presented in lines 9 and 10 of plate 16, and reasons here given for their adoption. This will serve as a review of the circle and loop lesson: 1. "Ask"—beginning vowel requires the Us-stem. 2. "Tasso"—final-vowel sound requires the Us-stem. 3. "Dust"—"st" being final and coalescing, the loop is used. 4. "Dusty"—the final-vowel sound requires the Tu-stem, regardless of the coalescence of "st." 5. "Stick"—coalescing "st" beginning the word warrants the loop. 6. "Sitka"—as "s" and "t" are non-coalescing, the loop cannot be used, but the beginning "s" warrants the circle. 7. "Sciatica"—the beginning "s" is immediately followed by two concurrent-vowel sounds; therefore the

Us-stem is required to furnish place for one of them. 8. "Story"—beginning coalescing "st" warrants the loop; the final-vowel sound requires Ru. 9. "Store"—beginning coalescing "st" warrants the loop; absence of final-vowel sound requires Ur. 10. "Estuary"—beginning-vowel requires Us-stem regardless of coalescing "st;" and the final-vowel sound requires Ru. 11. "Rest"—beginning "r" requires Ru; final coalescing "st" warrants the loop. 12. "Arrest"—beginning vowel requires Ur; final coalescing "st" warrants the loop. 13. "Recite"—beginning "r" requires Ru; "s" and "t" do not coalesce, therefore the Tu-stem. 14. "Roster"—beginning "r" requires Ru; final coalescing "str" warrants the loop. 15. "Restore"—beginning "r" requires Ru; non-coalescence of "str" prohibits the loop; absence of final-vowel sound requires Ur. 16. "Residuary"—beginning "r" and final-vowel sound require Ru at both beginning and termination of outline. 17. "Hiss"—final s-sound warrants the circle; Hu-stem (instead of the tick-Heh) required to provide for placing of vowel sign and attachment of circle. 18. "Hussy"—final-vowel sound requires Us-stem; Heh-tick joins better than the Hu-stem. 19. "Unseemly"—the Right-circle on the form of the primitive "seem" requires "Un" to be expressed by the corresponding Right Uns-curl instead of the Left Un-stem. 20. "Unsafe"—the Left circle on the form of the primitive "safe" permits the Left Un-stem. 21. "Mason"—the right-motion circle on Um requires the right-motion curl for the N-sound. 22. "Cousin"—the Ku-stem permits the use of either the right or the left circle; the left-motion circle is adopted because it permits of the use of the Un-stem, which is always preferred to the curl when the joining warrants. The promiscuous use of the curl is found dangerous in rapid work. Its mission is to avoid turning the circle on the back of Un, and used in this restricted way it is valuable.


THIRD STAGE—SENTENCE-PRACTISE ON CIRCLES AND LOOPS.

43. Sentences in plate 17 are for special practise on the circles and loops, and are free from word-signs and reporting expedients. Copy and translate the notes of plate 17 according to directions given on page 53, paragraph 103. Then translate into shorthand the key. In practising with these sentences, write only shorthand notes in the exercise book; to write the translation in longhand would be unnecessary drudgery. Practise with the sentences until they can be written accurately and readily from dictation.

PLATE 17.
SENTENCE-EXERCISE ON CIRCLES AND LOOPS.



KEY TO PLATE 17.

1. Six saucy boys stole Miss Sim's pies. 2. Sarah Sayre's suspicious cousin looks fierce. 3. Miss Post must make less noise. 4. Amos Rusk likes my desk. 5. James Moxley's misery enlists my sympathy. 6. My cousin's suggestive smile justifies Joseph's choice. 7. Sarah Gossage may succeed if she receives Moses Seipp's message by Tuesday. 8. Officer Smythe sat still six successive hours. 9. Chester's excessive bill excites my wrath. 10. Joseph Smalley's success in Sussex makes necessary my few days' absence in Mississippi. 11. Lucy Leas desires to know if Rosina Saxe may use my music box. 12. My pastor's duster makes Hester Custar laugh. 13. Sarah lives in Soho (the outline for "So-ho" is just as clear as if the circle were written plainly within the hook; viz., ; and is much more rapid than if the hook were shown). 14. They may visit Sahara's sandy waste. 15. Dust makes roads dusty. 16. Sarah Chase must restore Alice Rister's stool. 17. Sophia Sansom sells ladies' lace ties. 18. Officer Payson must arrest Anson Mason ere he rests. 19. They enjoy unsullied fame. 20. They wrongfully enslave fellow-beings. 21. Tinsel makes my counsel's robes look gay.

FOURTH STAGE—CIRCLE AND LOOP WORD-SIGNS,
PHRASES, ETC.

PARAGRAPHS 44 TO 54.

44. The introduction of appropriate word-signs and contractions in each lesson facilitates the construction of sensible sentences and letters, which prove valuable drills on the principles. If the learner, in any special instance, so desires, he may defer the *thorough* memorization of the word-signs until all the lessons have been mastered. He should then, however, commit them to memory before taking dictation on miscellaneous matter. In any event, the individual lists will serve for reference purposes while translating and practising on the various sentences and letters, and the word-signs will necessarily be impressed to some extent by this practise.

PLATE 18.

His	o	Has		First	
Is	_____	As	_____		_____
Satisfactory	_____	Because	_____	Similar-ity	_____
Influence	_____	United States	_____	Several	_____
These	_____	This	_____	Those	_____
Impossible-ity	_____	Next	_____	Itself	_____
Subject	_____	Purpose	_____	Respect-ful-ly	_____
Influential	_____	Inst.	_____	Ins. Co.	_____
San Francisco	_____	Pennsylvania	_____	January	_____
February	_____	November	_____	December	_____

45. **Derivatives from the Word-sign Primitives.**—See line 1 of plate 19: Give, gives; thing, things; language, languages; think, thinks; your, yours; (line 2) improvement, improvements; purpose, purposes, purposed, purposeless; ease, eases, disease, diseases; (line 3) respect-ful-ly, disrespect-ful-ly; advantage, advantages, advantageous, disadvantage, disadvantages; satisfactory, unsatisfactory, satisfactorily; (line 4) peculiar, peculiarities; similar, similarly; influence, influences, influenced; large, largest, enlarge; (line 5) impossible-ity, impossibilities.

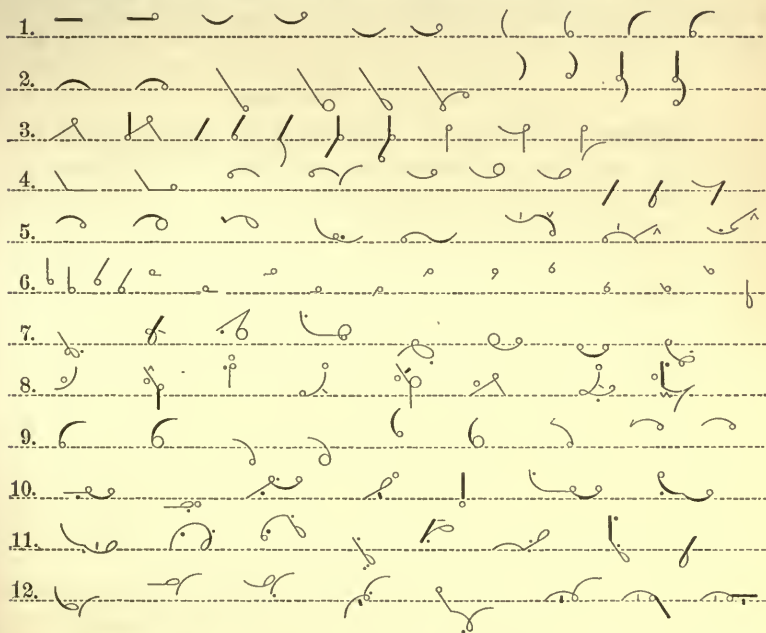
46. **Compound Words.**—Line 5: Almost, foreseen, something, unwise, somehow, anyhow.

47. **Phrases.**—(a) See line 6 of plate 19 (where two words are connected by a hyphen it indicates that either one may be read): It is, it has, which is, which has, is a-an, as-has a-an, and his-is, and has-as, as-has the, is-the, on his-us, he is, he has, to us-his, of us-his, at first. (b) A small circle may be enlarged, or a circle may be turned upon the back of a stem after a loop or a large circle to

phrase "is," "as," "us," and other circle word-signs. See line 7: Passed us, just as, reaches his-us, fixes his-us, master his-us, as soon as, as long as, as fast as. In phrasing, "us" is generally represented by Iss. This causes no confusion with the other circle words, and it at the same time avoids conflict with "use," which is represented by Us-stem.

PLATE 19.

EXERCISE ON CIRCLE AND LOOP WORD-SIGNS, PHRASES, ETC.




48. **Memory Aids.**—(a) The circles on straight stems and dash-vowel signs are turned by the Left motion; the dash for "on" is always Rutoid; the dash for "he" is always Chutoid. These pointers will enable the thoughtful student to readily distinguish between such phrases as "on us" and "is the" (see plate 19), as the Left-motion-circle joining indicates unmistakably whether the

circle or the dash is to be read first. (*b*) "He," it will be remembered, assumes the position of the word with which it is phrased; therefore, "he is" occurs above the line, and "he has" occurs upon the line. (*c*) In writing the phrase "as soon as," the circle representing "as" is enlarged, in its position, to include the beginning "s" of "soon." (*d*) "As long as" is written clearly below the line (in the position of "long") to avoid any possibility of conflict with "as soon as." (*e*) "It is" and "which is" are written in the first position to distinguish them clearly from "it has" and "which has," which are written on the line.

PREFIXES AND SUFFIXES.

49. **Prefixes.**—(*a*) "Self" is represented by Iss, generally disjoined and written near the remainder of the outline. (*b*) "Self-con" (as in "self-conceit") is expressed by writing Iss in the "con"-dot's place. See line 8 of plate 19: Selfish, self-poised, self-conceit, self-conscious, self-possessed, self-respect, self-consciousness, self-denial.

50. **Suffixes.**—(*a*) "Self" is represented by Iss, and "selves" by Sus, generally joined to the sign of the preceding word. See line 9 of plate 19: Yourself, yourselves; ourself, ourselves; thyself, themselves, herself, himself, myself. (*b*) "Ings" (as in "sayings," etc.) is preferably written with the Unga stroke (); but if the joining prevents its use, then "ings" is represented by the Iss-circle written in the "ing"-dot's place. See line 10 of plate 19, and contrast; Casings, castings, raisings, roastings, doings, fixings, savings. (*c*) "Est" (as in "funniest," etc.) is generally represented by the Stuloop when the last stem of the primitive is without final circle, loop, or hook. See line 11 of plate 19: Funniest, laziest, sleepest, happiest, jolliest, merriest, deepest, largest. (*d*) "Ly" is represented by Lu, joined if it can be done legibly; otherwise, disjoined. See line 12 of plate 19: Vastly, costly, honestly, loosely, sparsely.

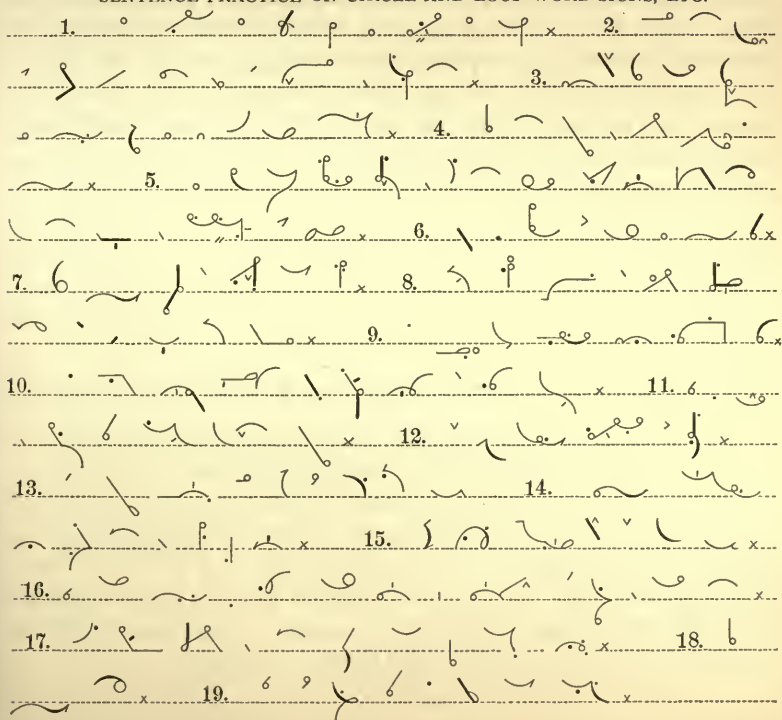
51. **Consonant Omitted.**—In "mostly" and "must be," the "t" immediately following "s" may be safely omitted in order to improve the combination, as the loop cannot be used between crossing stems

for "st." See line 12 of plate 19: Mostly (mos'ly), must be (mus'be), must go. This license may be extended to a few other cases which will be presented when the proper lessons are reached.

52. **Distinctions.**—(a) In outlining "city," write the sign of the final vowel in order to distinguish with certainty from "state" in case the loop of the latter were carelessly made. (b) Write "amazing" in the second position and "amusing" in the third. (c) The use of "Sum" as a word-sign for "similar" avoids danger of conflict with "smaller," which is written in full Sum-Lu-Ur. (d) Phrasing "us" by Iss is safe and avoids conflict with "use." Practise writing the words presented in this paragraph.

PLATE 20.

SENTENCE PRACTICE ON CIRCLE AND LOOP WORD-SIGNS, ETC.



KEY TO PLATE 20—SENTENCE-PRACTISE ON CIRCLE AND LOOP WORD-SIGNS, PHRASES, ETC.

53. The following sentences should be carefully practised as directed in paragraph 103, page 53: 1. His reason is just as satisfactory as Sarah's is unsatisfactory. 2. Because my views on the subject are similar to his, he likes to visit me. 3. You may buy these things this time, and as many of those as you wish next month. 4. It is my purpose to respectfully refuse the money. 5. As several influential citizens desire to see me as soon as I reach home, it will be impossible for me to go to Cincinnati on the 1st instant. 6. To be a citizen of the United States has many advantages. 7. This is among the disadvantages of residing in the city. 8. Her self-conceit and lack of self-respect disgust almost all who know her peculiarities. 9. The castings for the casings you may select yourself. 10. The cape must be costly, being composed mostly of seal fur. 11. He has an ounce to spare, which is enough for my purpose. 12. I should have foreseen the seriousness of the disease. 13. He purposed coming, and is, I think, on his way here now. 14. Something unforeseen may compel him to stay at home. 15. He was the laziest and funniest boy I ever knew. 16. He has influenced many, and still influences some, but somehow he fails to influence me. 17. She spoke disrespectfully to him, which was in itself nothing amazing. 18. It is among the impossibilities. 19. He is on his vessel, which is the best in the navy.

FIFTH STAGE—LETTER PRACTISE ON CIRCLES AND LOOPS.

54. Letter practise is introduced in this lesson and will be continued in each succeeding lesson. Letters impart zest to the student's practise, as they savor of actual work. They have been carefully composed so as not to introduce any words more properly covered by succeeding principles. If possible, these letters should be transcribed on the typewriter, in order that the practise may correspond to actual office work. For similar reasons, an envelope should be superscribed for each letter. (See plates 21 and 22.)

55. Many of the words, with the assistance of the context, may be recognized by their consonant forms alone, and the student should early test his ability to read unvocalized phonography. Often where it is deemed advisable to vocalize an outline when first written, the vowel signs may be safely omitted from repetitions of the form in the same subject matter. The same idea applies to phrases. That is to say, closely connected words, though written separately at the beginning of the subject matter, may have their signs safely joined if the phrase occurs with frequency. These ideas are illustrated in the letters.

56. As the word "dear" is provided with a word-sign in the L and R book lesson, it is for the present written in longhand. It could not very well be omitted without inculcating erroneous ideas in regard to type-written forms.

57. To prevent a figure, dash, parenthesis, or other longhand character being mistaken for a shorthand sign, strike a line through it. (See page 98, letter 2, line 5; and page 99, letter 4, line 6.)

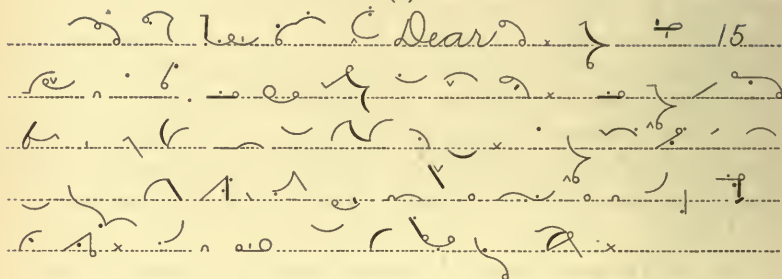
58. The syllable "ty" — as in "twen-ty," "thir-ty," etc. — may be represented by a long Ru-stroke joined to the digits 2, 3, 4, 5, etc. (See page 113, letters 3 and 4.)

59. "F. o. b." (abbreviation of the common business phrase "free on board") is written with a combination of the shorthand sign Uf, Roman letter O, and shorthand sign Bu. (See page 113, letter 3.)

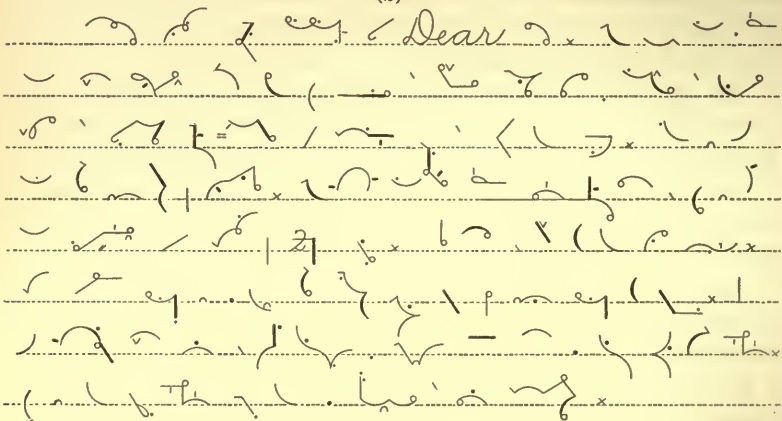
60. While it is generally considered safe to disregard the vowel of a "ses" syllable, the vowel sign may, if desired, be inserted within the large circle. (See Plate 15, line 8, "possess.") This style of vocalizing is fairly exact — the sign indicating whether the vowel is dot, dash, or diphthong, and the position of the consonant outline with reference to the line indicating whether the vowel belongs to the first, second, or third position.

PLATE 21.
LETTER PRACTICE ON CIRCLES AND LOOPS.

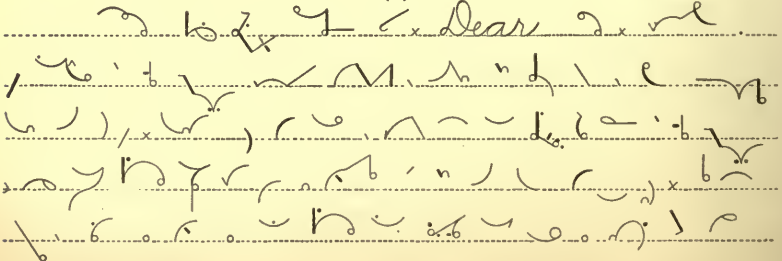
(1)



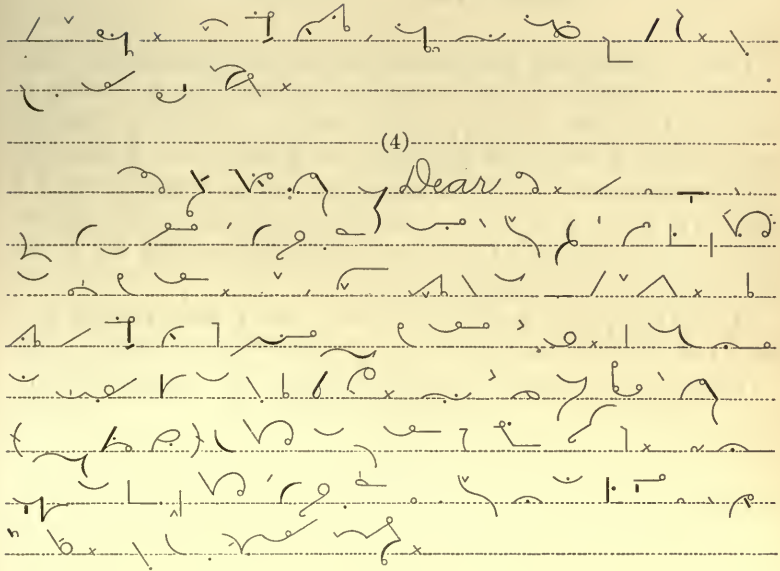
(2)



(3)



B. O. BAKER
LAWYER
DALLAS, TEXAS



KEY TO LETTERS IN PLATES 21 AND 22.

(No. 1.)

MESSRS. SMITH & DENNISON,

Salem, Ill.

Dear Sirs:

I have yours of August 15, and will consign you the cheese and eggs as soon as I receive them in my store. Eggs and fowls are scarce just now, but I hope they will come in lively ere long. The fowls I am raising on my own farm will be ready to ship soon, and you may buy as many as you wish at exceedingly low rates.

Wishing you success in your business affairs, I am

Yours respectfully,

(No. 2.)

MESSRS. LESLIE & JESSUP,
Cincinnati, Ohio.

Dear Sirs :

I have now in stock in my storehouse here several thousand kegs of spikes and nails, as well as an invoice of various styles of hinges and door knobs, which I am going to dispose of cheap for cash. If you wish any of these, you may buy them at low rates. I have also in stock some doors similar to those you saw in Syracuse, which I will sell at \$2 apiece. It is impossible to buy them for less money. I will risk sending you a few of these, and if they should fail to be satisfactory, you may send them back.

It shall always be my aim to deal fairly, and I hope you will give me a fair share of your custom.

Thanking you for past custom, and hoping for a continuance of same, I am
Respectfully yours,

(No. 3.)

MESSRS. DEMPSTER & CHESBORO,
Sandusky, Ohio.

Dear Sirs :

I will receive a large invoice of oats and barley to-morrow and will be ready to ship you all you desire, up to several carloads if you wish so much. If you will use your influence to help me in disposing of this stock of oats and barley to the most influential dealers in your city, I will allow you low rates on all you wish for your own use. It is my purpose to sell as low as any dealers in cereals in the United States, as you will see by the list which I send you. My exceedingly low rates should induce many investors to take advantage of them.

Hoping to have an answer soon, I am

Yours respectfully,

(No. 4.)

MESSRS. BOWLES & BELLWS,
Elizabeth, N. J.

Dear Sirs :

Are you going to assume your own risks on your houses and stock in case of fire this year, or will you take out policies in some safe insurance company? I should like to write you up in the company which I represent. Its rates are exceedingly low, and it ranks among the safe insurance companies of the United States. It never makes any unnecessary delay in paying its just losses. Many of the most influential citizens of Elizabeth (among them James Lester) have policies in our insurance company, and think and speak highly of it. You should make no delay in taking out policies on your houses and stock, as a fire may any day cause you to lose all you possess.

Hoping for an early answer, I am

Respectfully yours,

CHAPTER IX.

COALESCING "WU" AND "YU" SOUNDS.

FIRST STAGE—PARAGRAPHS 1 TO 28.

1. (a) In "wait" the "w" represents a vowel sound ("oo" as in "ooze"), which coalesces with the following "a" so closely that the two are heard almost as one sound. (b) In like manner, in "yoke" the "y" represents a vowel sound (as "e" in "eve"), which coalesces with the following "a." (c) This close union is called "coalescence," which means a combination in one mass. (See p. 77, par. 5-b.)

2. The coalescence of "oo" or "e" with a following vowel sound is so common, that special signs are presented in this lesson to meet such cases. These sounds are often disguised in the common spelling (as "choir," pronounced "kwire"); but it will simplify the shorthand presentation to consider the letter "w" as representing

the coalescing "oo," and the letter "y" as representing the coalescing "e"; and therefore representative words containing the coalescing groups referred to, no matter how spelled, will be corrected to the "w" and "y" spelling; viz., one, won; union, yoonyun; choir, kwire, etc.

SHORTHAND REPRESENTATION OF COALESCENTS.

3. A semicircle, opening either to the right or to the left (: >), as better suits the joining with a stem, indicates that the vowel sound represented by "w" is immediately followed by another, and coalescing, vowel sound.

4. A semicircle opening either upward or downward (^ v), as better suits the joining with a stem, indicates that the vowel sound represented by "y" is immediately followed by another, and coalescing, vowel sound.

5. The "y" semi-circle is *always* joined to stems at an angle; viz., (~ ~ ~ x

6. The "w" semicircle is joined at an angle to all stems (except L, Ru, Um, and Un); viz., (_ ~ x

7. A semicircle at the beginning of a stem reads before any vowel sign placed before the stem—that is, before its coalescing mate; viz., "wait" (_ x

8. "Sw."—(a) An Iss-circle may be written clearly within the beginning of the semicircle to indicate that "s" coalesces with the following "w;" viz., "sweet" (_ (b) In such cases the circle is read first; then the semi-circle, vowel, and stem, in the order mentioned.

ILLUSTRATIONS.

9. The *sign* of the second vowel of the coalescing pair will for the present be written; but after the learner becomes familiar with the scheme he will find it generally safe to omit it and trust to position of the *stem* to indicate it.

10. **Coalescing Y.**—See line 1 of plate 23: Yoke, yawn, yam, youth, yell, yacht (yot), young, Yates.

11. **Coalescing W.**—See line 2 of plate 23: Weight-wait, woke, wave, wing, swing (see paragraph 8), weep, sweep, witch, switch, widower, wash, wages.

12. **Semicircles in the Middle of Outlines.**—See line 3 of plate 23: Unyoke, unweighed, Ipswich, dissuade (diswade), unwittingly, bewitchingly, Sedgwick, unswitch.

HOOKS FOR COALESCING "W."

13. (a) A small hook is turned upon the beginning of L, Ru, Um, and Un, to represent coalescing "oo" (W). It is turned by the *left* motion upon Ru, and on the inside of the curves. (b) Like the semicircles joined at an angle, the hook-sound reads *before* any vowel sign placed before the stem. (c) Likewise, an Iss-circle may be written within the hook to represent a coalescing S-sound (see par. 8). See line 4 of plate 23: Well, willow, wire, worry, Wamsley, win, one (wun), unworthy, unwieldy; (line 5) swell, swear, swim, swine, swarthy, swallowed, swimmer, swearer.

14. (a) A large hook is turned by the *left* motion at the beginning of Pu, Bu, Tu, Du, Ku, and Gu, to indicate that a Wu-sound follows the stem sound and coalesces with it.

(b) A vowel sound may be read before or after both sounds of the large-hook sign, but not between them.

(c) An Iss-circle may be written within the large hook to represent a beginning S-sound.

(d) A vowel sign placed before a large-hook sign is read after a beginning circle, but before the sounds of the hook-sign. See line 6, plate 23: "S-e-kw-el," "sequel."

(e) The letters "qu" (as in "quire") are generally pronounced "Kw," and are so represented in Phonography.

(f) See line 6: Twig, twice, twitch, Pueblo (Pweblo), Bois (Bwaw), dwell, Dwight, equity (ekwity), equal (ekwal), sequel (sekwel), Guelph (Gwelf); (line 7), quire, Squire, inquire, inquiry, squaw (skwaw); squawk, squelch, squirm; (line 8), quorum, require, Maguire (Magwire); likewise, bequest, inquest, request, requisite.

NOMENCLATURE.

15. The W-semicircle opening to the Right is called Weh; the one opening to the Left, Wuh.

16. The Y-semicircle opening up is called Yeh; the one opening down is called Yuh.

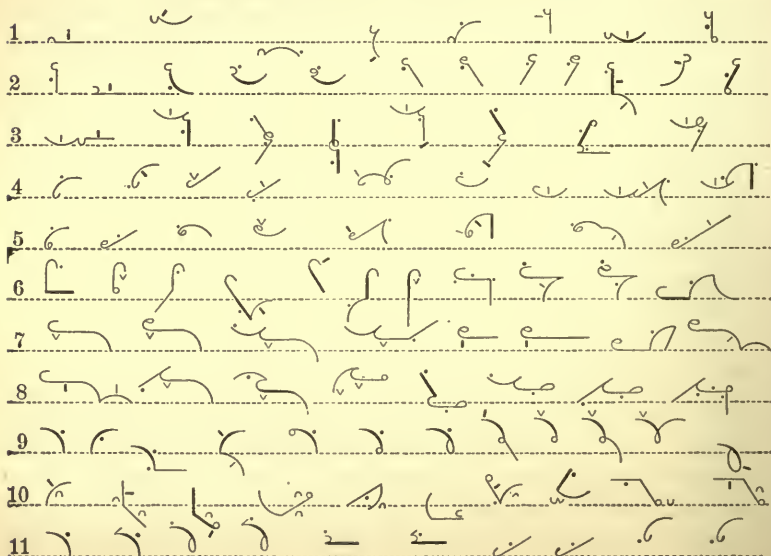
17. With the circles prefixed, the semicircle combinations are called Sweh, Swuh, etc.

18. The small-hook signs are called, Wel, Wer, Wem, Wen; with the circle prefixed, Swel, Swer, Swem, Swen.

19. The large-hook signs are called Pwu, Bwu, Twu, Dwu, Kwu, Gwu; with the circle prefixed, Skwu, or Sekwu, etc.

20. The learner is already familiar with the coalescent *stems*, Way and Yay. In combination with the circles and loops they are called Sway, Sways, Wayst, Waystr, Yays, Yayst, etc.

PLATE 23.
WORD-EXERCISE ON COALESCENTS W AND Y.



GUIDE TO CHOICE BETWEEN COALESCENT STEMS AND SEMICIRCLES.

(SEE SCALE.)

21. The stems must be used :

(a) When the only other sound in a word is a vowel, as in "way," "yea," etc.

(b) When W or Y immediately follows a beginning vowel, as in "awake," "oyer," etc.

(c) When a circle or a loop combination requires a stem for its attachment, as in "sway," "ways," "waste," "wasp," etc.

22. See line 9 for illustrations: Way, yea, awake, oyer, sway, ways, waste, wasp, wise, wiser, wisely, Wooster.

23. (a) In other cases the semicircles and hooks may be used, as illustrated in lines 1 to 8 of plate 23. (b) See page 86, par. 34-a. In writing circles *within beginning hooks*, such circles should be started by the same movement as begins the stem. See plate 23, line 5.

SCALE FOR COALESCENT LESSON.

(SEE PAGE 75, PAR. 6).

- 1—Uns curl.
- 2—Beginning circle.
- 3—Small Wu hook.
- 4—Vowel before stem.
- 5—Stem.
- 6—
- 7—Vowel after stem.
- 8—
- 9—
- 10—
- 11—Final circle or loop.
- 12—Sun curl.

SEMICIRCLES AS DIPHTHONGS.

24. (a) The coalescent semicircles are sometimes handled after the fashion of diphthongs (which they closely resemble), and are written disjoined in the vowel positions alongside of stems. This is mainly done when their sounds occur at the termination of outlines, as in "folio" (fol-yo). (b) When so written, the semicircle which opens upward or to the right (see line 2; plate 24) indicates that the second vowel of the coalescing pair is a dot-vowel; and the semicircle opening downward or to the left (see line 3, plate 24) indicates that the second coalescing vowel is a dash—the semicircle being made light or heavy to correspond with the shade of the second vowel in place of which it is written. This is illustrated by the following words (see line 10 of plate 23): Olio (ol-yo), Utopia (Yoo-top-yuh), dubious (doob-yus), furious (fyooryus), ratio (rash-yo), thwack (th-wak), Sapolio (Sapol-yo), genii (gen-yi) capias (kap-yas), copious (kop-yus).

ASPIRATION.

25. Aspiration may, if deemed necessary, be indicated by attaching the Heh-tick to the W-semicircle or Way-stem, or by shading the W-hook. See line 11 and contrast: Way, Whey (hwey); wist, whist, wig, whig; wear, where; weal, wheel.

GENERAL GLANCE AT THE COALESCENT SCHEME.

26. Plate 24 gives a general glance at the plan of coalescent representation, and will be useful for reference. Line 1 shows the stems; line 2, the semicircles indicating Dot-vowels (see par. 24); line 3, the semicircles indicating dash vowels; line 4 shows the small W-hook signs; line 5 shows, by way of contrast, the Y-semicircles joined to Lay, Ray, Em, and En; line 6 shows the large W-hook signs (see par. 14); and line 7 shows *angular* joining of semicircles to stems.

PLATE 24.

- | | | | | | |
|----------------------|--------------|----------|----------|-------|-------|
| 1. Way (oo-a) \ | Yay (e-a) (| | | | |
| 2. Weh (oo-eh) ^ | Yeh (e-eh) u | | | | |
| 3. Wuh (oo-uh) , | Yuh (e-uh) ^ | | | | |
| 4. Wel (| Wer / | Wem) | Wen) | | |
| 5. Yuh-Lu (| Yuh-Ru / | Yuh-Um) | Yuh-Un ~ | | |
| 6. Pwu \ | Bwu \ | Twu | Dwu | Kwu < | Gwu < |
| 7.) ~ ((_ ~ } | y | | | | |

27. The object in joining the semicircles at an *angle* to stems is to avoid conflict with L and R hooks (glance at plate 37).

READING AND WRITING PRACTISE.

28. Divide the exercise book into three vertical columns. Copy outlines of plates 23 and 24 in the first column, write the translation in the second column, and then cover up the first column and translate the middle column back into shorthand into the third column. The third column can be verified by comparison with the first column. Then write the following words for criticism :

Test Words.—Primitives and derivatives are included within semicolons; do not change the form or the position of the primitives when writing the derivatives. Wit, outwit, witty, wittier, wittily; wait, waits, waiter, waiting; wig, wigless; walk, walker, walking; yoke, unyoke, yoking; yawn, yawns, yawning; unique (yoo-neek), uniquely; wing, wings, wingless, winged; wine, wines; wise, wiser, wisely, unwise, wisdom; waste, wastes, waster, wasting, wasted; wage, wages; weave, weaves, weaver, unweave, weaving; wide, wider, widely; wed, weds, wedding, unwed; weed, weeding, weeds; Swede, Swedish, Swedes; switch, switches, unswitch, switching; swear, swears, swearer, swearing; sweet, sweets, sweetness, sweetly; whig,

whigs; well, welfare, unwell; window, windows; ware, wares, warehouse; welcome, unwelcome; quick (kwik), quickness, quickly; squeeze (skweez), squeezed, squeezing, squeezes; twist, twists, twisted, twisting; dwell, dwelling, dwells; wax (waks), waxy, waxed (wakst); squeal, squeals; sequel, sequels; squelch, squelches; swine, swinish; willow, willowy, willows; yellow, yellowish, yellowness; acquiesce (akwi-es), acquiesces, acquiescence; young, youngster; west, wester; yeast, yeasts; worthy, unworthy, worthily, worthlessness; weary, wearied, unwearied, wearisome, wearily; work, works, workhouse; sequester, sequesters, unsequestered (Ed-tick); quest, inquest, request, requested; queer, queerly; twitch, twitches; twang, twangs, twanging; Yates, eunuch (yoon-uk), Peoria (Pe-or-yuh), Oswego, Owego, Wednesday (Wensday), swarthy, bequest, quorum.

SECOND STAGE—WORD SIGNS, PHRASES, ETC.

29. WORD SIGNS.

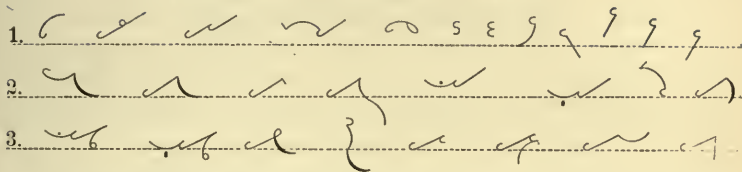
We {	_____	Were _____	What _____	Would _____
With {	_____			
Ye _____	Yet _____	Beyond _____	You _____	
Where _____	Aware _____	While _____	Awhile _____	
Wait _____	Await _____	When _____	One _____	

30. **Phrases.**—See line 1 of plate 25: We will, we are sorry, we are aware, I am aware, we must, we would, we were, we shall, we hope, with each, with which, with much.

31. **Compound Words.**—These words are composed of word-signs, the first word being given its position, as in the case of phrases. See line 2 of plate 25: Whenever, wherever, whereto, wherefore, anywhere, nowhere, herewith, whereas; (line 3) anywhere else, nowhere else, wheresoever, whatsover, wherewith, wherewithal, wherein, whereat.

PLATE 25.

EXERCISE ON COALESCENT PHRASES.



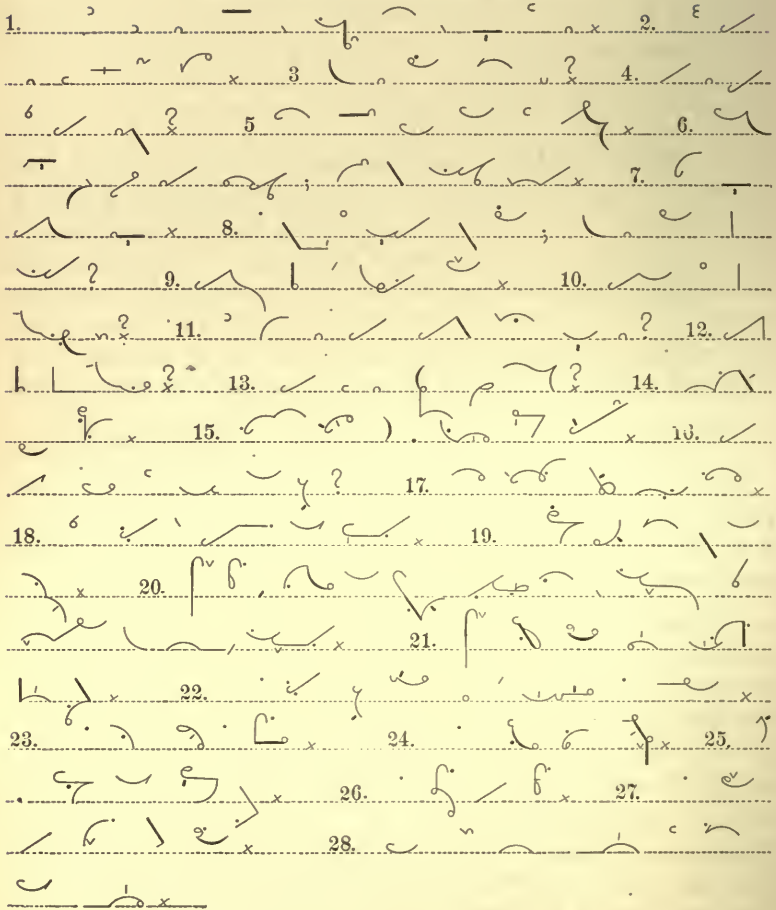
32. **Memory Assistance.**—(a) Note that the semicircular word-signs are turned so as to indicate whether the vowel following the W or Y in the word is dot or dash; see paragraph 24. (b) In the outline for “whereas,” “as” is represented by Zee to avoid conflict with words terminating in the circle. (c) In the outline for “wheresoever,” “so” is represented by the circle to facilitate the combination. (d) In the outline for “wherewithal,” “all” is represented by its consonant sound (L) for both facility and legibility of combination.

SENTENCE PRACTISE ON WORD-SIGNS AND PRINCIPLES.

33. Practise the following sentences (as directed in par. 103, page 53) until they can be written readily and accurately from dictation. They contain only words properly covered by the coalescent and preceding principles. (See plate 26.)

1. What would you give to induce me to go with you? 2. We were where you were—beyond the hills. 3. Have you seen him yet? 4. Are you aware he is where *you* should be? 5. We may give you one when we receive them. 6. Whenever I go to your house you are somewhere else; will you be anywhere else tomorrow? 7. We will go wherever you go. 8. The book is nowhere to be seen; have you seen it anywhere? 9. Wherefore does he forswear wine? 10. Wherein is it offensive to you? 11. What will you wear whereby I may know you? 12. Whereat do you take offense? 13. Where were you this time last month? 14. Melba sang sweetly. 15. William Wallace was a famous Scotch warrior. 16. Where are the ones we knew in youth? 17. Miss Walmsley possesses many whims

PLATE 26.
SENTENCE EXERCISE ON COALESCENTS.



(aspirate omitted). 18. He is weary of working in the quarry (kworry). 19. The sequel shows him to be in error. 20. Dwight Twist, who lives in Pueblo (Pweblo), requested me to inquire, which is my reason for making the inquiry. 21. Dwight Webster swings some unwieldy dumb bells. 22. The weary youth yawns as he unyokes the oxen. 23. The air stirs the twigs. 24. The waves swell and subside. 25. I saw a quail in the squash patch. 26. The tweezers are twisted. 27. The swine are lying by the swing. 28. One of you may come with him when he comes.

THIRD STAGE—LETTER PRACTISE ON COALESCENTS.

(FOR KEYS, SEE PLATES 27 AND 28.)

34. A short stroke through a character indicates that it is long-hand—and not shorthand, for which it might otherwise be read. See figures in letter No. 1, line 1; also parentheses in letter No. 5, line 5.

35. In such letter openings as “in answer to your inquiry of the 6th inst.,” etc., the words “to” and “of the” preceding the date may be safely omitted from the shorthand notes. See letter No. 1, line 1.

36. Carefully copy in exercise book notes of letters 1 to 5, reading as far as possible without the aid of the Keys. After this has been done, write from the Keys into shorthand, verifying by comparison with the plates.

KEYS TO LETTERS IN PLATES 27 AND 28.

(No. 1.)

MESSRS. BAILEY & BOYLE,
Cincinnati, Ohio.

Dear Sirs:

In answer to your inquiry of the 5th inst., I would say we shall decide what to do by tomorrow, and if all things are satisfactory we hope to be ready to set up the castings early next week. James Smith, who was away for several days, will be here to help us as usual, thus doing away with the necessity of hiring an outside party.

We are sorry this delay was necessary, and hope you will do us the justice to think it out of our power to check the loose way things are going just now. We will remedy this state of affairs soon, however, and see you lose nothing by this deal.

Yours respectfully,

(No. 2.)

MESSRS. JOSIAH C. FARLEY & Co.,
Sandusky, Ohio.

Dear Sirs :

I am going to write to the Waltham Buggy Mfg. Co. for work, and wish to know if you will assist me with your influence. In these days some aid is necessary if you wish to make a success of anything.

Hoping for an early answer, I am

Yours respectfully,

(No. 3.)

MESSRS. JAMES NESS & Co.,
Cincinnati, Ohio.

Dear Sirs :

If you have any choice hogs, I will take fifty if you will ship them free on board cars at your city.*

Yours respectfully,

(No. 4.)

MESSRS. WM. FOX & SON,
Sunbury, Pa.

Dear Sirs :

You may consign to me thirty cars of coal early next week. You will receive your pay for the same as soon as I sell the coal.

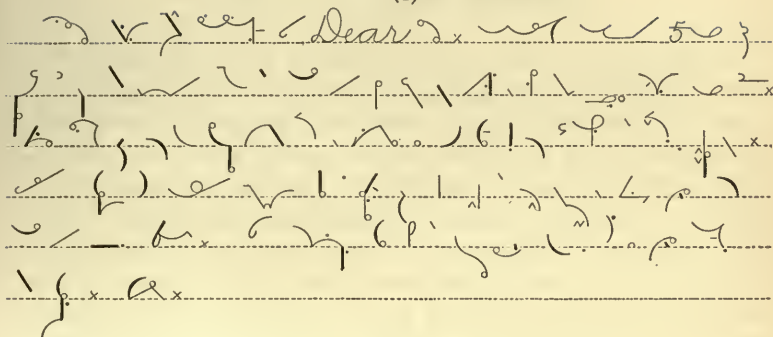
Hoping this will be satisfactory, I am

Respectfully yours,

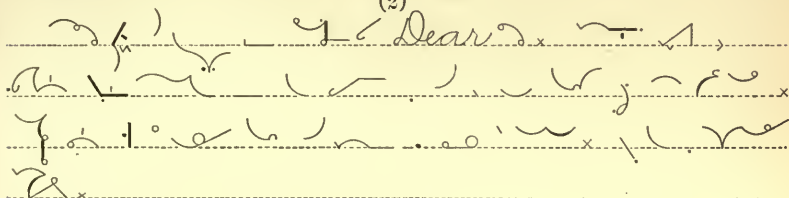
* See page 97, paragraphs 58 and 59.

PLATE 27.
LETTER EXERCISE ON COALESCENTS.

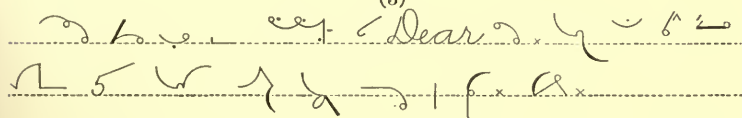
(1)



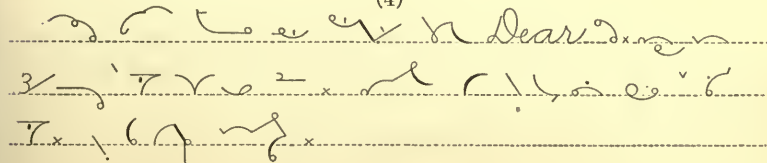
(2)



(3)



(4)



(No. 5.)

MESSRS. WITLOW & WORTH,
Minneapolis, Minn.

Dear Sirs :

I am now on the eve of visiting several of the important cities of the United States, my purpose being to push an altogether new, peculiar, and important improvement in machinery for boring wells. Notwithstanding it is easy to become familiar with the idea, no one seems to have foreseen the importance of the improvement. Nevertheless, it is something anyone may master in a few hours. Never, to my knowledge (although almost twenty-five years in the service of the business house which I represent), have I seen anything to compare with it. Nothing said will extol it enough. An advertisement comparing it with similar machinery and showing its superiority is published in the Sunday's issue of the Manufacturers' Gazette, a copy of which you will receive by the next mail, and receipt of which I request you to acknowledge soon. The improvement receives choice notices wherever it is seen.

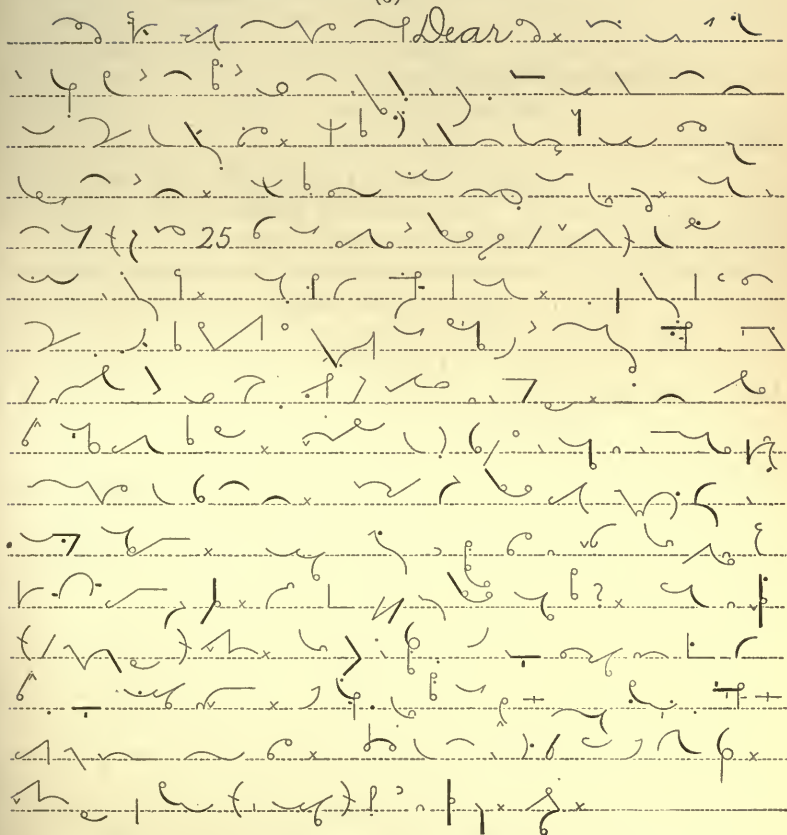
My reason for saying this much is to induce you to canvass Duluth and Minneapolis for this important improvement. I am aware of your business worth, and hope you will see your way to engage in this work. No one else, I fear, would satisfy us as well as you; while, if you refuse, we think it will also work to your disadvantage. Will you take charge of our business in those cities? Whenever you decide (which I hope will be soon), write me. If you object to these cities and wish to go somewhere else, you may take your choice and go anywhere else you like. I shall visit a few cities in the South—among them, Savannah and Augusta—whereat I hope to make many sales.

It is impossible for me to say just when I shall leave this city. Write me soon at Savannah (but nowhere else), stating what you decide to do.

Respectfully yours,

PLATE 28.
LETTER EXERCISE ON COALESCENTS.

(5)



FOURTH STAGE—TEST LETTERS ON COALESCENTS.

37. Write in shorthand the following letters for the teacher's inspection, as test of fitness to pass to the next lesson.

(No. 6.)

MESSRS. WINSLOW & WAMSLEY,
Minneapolis, Minn.

Dear Sirs :

We wish to acknowledge receipt of yours of the 16th inst. The doors and sashes will be ready to ship by Wednesday of next week, and we hope you will receive them in time.

Hoping this will be a satisfactory answer to your inquiry, we are
Yours respectfully,

(No. 7.)

MESSRS. WORTH & WELLS,
Wolfsboro, N. Y.

Dear Sirs :

We may have sale for some choice cheese next week, and would like to know how much you have in stock. We will also have to have some mop-sticks, horse-whips, wire, beeswax, silk twist, inkwells, and bill books. Are you ready to fill such a request?

Hoping for an early answer, we are
Respectfully,

(No. 8.)

MESSRS. WINSHIP & WARD, O,
Havana, Cuba.

Dear Sirs :

We desire some choice leaf tobacco. Have you any to spare? If so, we would like you to consign us twenty bales. We would like to receive it early next week.

Hoping you may see your way to filling this request speedily, we are
Yours respectfully,

(No. 9.)

MESSRS. JAMES REQUA & CO.,

Wilkesbarre, Pa.

Dear Sirs :

When you are in Chicago (which city you inform me you will visit soon) will you buy me some wire gauze? I require it for my windows as a bar to mosquitoes. I would also like to have you buy me some rope for a swing.

Respectfully yours,

QUIZ ON COALESCENTS.

38. 1. What is meant by the term "Coalesce?" 2. Do consonants ever coalesce—that is, combine without vowel sounds between? 3. How are the Y-semicircles always joined to stems, with or without an angle? 4. Are the W-semicircles always joined at an angle to stems?—Name the four exceptions. 5. Should a vowel sign be placed before or after the stem, in order to be read between the hook and stem of Wel, Wer, Wem, or Wen? 6. On what stems is a large Left-motion hook written to indicate that a following "oo" (W) coalesces with the stem's sound as in "twig," etc?—Name them. 7. When a vowel sign is placed before a Tway, Kway, etc., sign, in what relative order is it read? 8. When placed before a Wel, Wer, Wem, or Wen sign, in what relative order is the vowel sign read—before the hook or after it? 9. May the Iss-circle be written within the beginning of the semicircles and hooks? 10. Name the signs having the circles so prefixed. 11. When are the semicircles treated as diphthong signs and written in the position of the second vowel of the coalescing pair? 12. When used after the manner of diphthongs, which ways do the disjoined semicircles open to indicate that the coalescing vowel is dot?—which way, dash? 13. How is the phrase "f. o. b." represented in shorthand? 14. How is the syllable "ty" expressed in shorthand? 15. What does a stroke through a shorthand character indicate?

CHAPTER X.

HALVING.

FIRST STAGE—PARS. 1 TO 16.

1. (a) Making a stem half of its usual length indicates that the sound of T or D follows the sound of the shortened stem. (b) The T or D added by halving reads *last after all sounds except a final circle*. (c) A circle or a loop at the end of a shortened stem reads last after all sounds upon the stem. See line 1 of plate 29: oft, sopped (sopt), wrecked (rekt), eased (eezd), iced (iset), risked (riskt).

2. When T or D immediately precedes a final-vowel sound (as in "lofty," "body," etc.) the Tu or Du stem must be used; because if halving were employed the T or D, instead of the vowel sound, would read last. See line 1, and contrast words ending in vowel sounds with those ending in T or D: loft, lofty, checked (chekt), Choctaw, east, Esty.

POSITION OF HALVED STEMS.

3. Halved stems are positioned the same as full-lengths, except that *third-position half-lengths* (non-horizontal as well as horizontal) are written *clearly below the line*. That is to say, a half-length should never be written *through* the line. This custom averts error in determining the length of carelessly made stems of the third position, as the full-length third-position non-horizontals are always written *through* the line. See line 2 and contrast: Sap, sapped (sapt); cap, capped (capt).

4. (a) *Remember*, that it is the *first* non-horizontal stem in an outline that is placed in position. (b) Also, that a half-length is never written *through* the line. See line 2 and contrast: Packed (pakt); snatch, snatched (snacht); wrapped (rapt); gasp, gasped (gaspt).

COALESCING T OR D.

5. **Mated* Coalescing Consonants.**—(a) In speech, it is a phonetic law that, in case of mated consonants, T (a whisper) coalesces only with its whispered (light) mates; and that D (voiced) coalesces only with its voiced (heavy) mates, regardless of the longhand spelling. For illustration: Sipped (sipt), Sobbed (sobd). Therefore, in *coalescing* cases, such as those just cited, halving of *light mated* stems must *necessarily* indicate the addition of T; and the halving of *heavy mated* stems must *necessarily* indicate the addition of D. (b) Understand that it is the T or the D *sound*, not letter, that is referred to. The analysis in parentheses shown in connection with the illustrations in this paragraph evidence that the final letters “*ed*” in the common print often represent coalescing T. See line 3 (T added): Apt, Stepped (stept), pitched (pitcht), act (akt), walked (wawkt), basked (baskt), aft, soft, laughed (laft), fished (fisht). Line 4 (D added): Ebbed, rubbed, aged, waged, wagged, waived, saved, enslaved, bathed, oozed, rouged (roozhed), soothed.

6. **Unmated Coalescing Consonants.**—At this stage, the only *Unmated* stems which are halved are those representing L, R, M, and N sounds. When bearing hooks, however, the other unmated stems may also be halved, as will be shown in subsequent lessons.

7. (a) The consonants L, R, M, and N possess the phonetic peculiarity of coalescing readily with either T or D; whereas in case of the mated consonants, the light coalesce only with T, and the

* For definition of Mated and Unmated, see Phonetic Introduction, paragraphs 9 to 11, and Plate No. 1. While the theory involved in these phonetic distinctions is not always rigidly applied to shorthand writing, a knowledge of it is indispensable to an intelligent use of phonographic material, enabling, as it does, the writer to base distinctions between conflicting words upon broad principles, rather than blindly memorizing hieroglyphics. Some affect contempt for theory. This is as senseless as to carry theory to extremes. There is a desirable medium. Theory is intended to assist and guide practise, not to impede or obstruct it. The theory of each lesson should be thoroughly mastered by the student. Then he should determine the elasticity of the theory; that is to say, (1) to what extent practise is benefited by a strict enforcement of theory; or (2) how far theory may safely yield in the interest of practise. No. 1 gives rules; No. 2 furnishes exceptions. This thought is impressed right at this point, because the rapidly increasing richness of shorthand material will prove a source of bewilderment and inextricable confusion to the student who hegrudges the mental effort necessary to master the fundamental ideas, and who, by skipping the “difficult” portions, misses the logical sequence of the instruction. But he who diligently applies himself and masters each successive step will find himself qualified to intelligently utilize the various forms to secure needed distinctions between conflicting words. His work will be pleasureable, his interest will be sustained throughout, and his progress toward efficiency more rapid than by any other method.

heavy coalesce only with D. Advantage is taken of this peculiarity to halve Ul, Ur, Um, and Un (they being light stems) to add the coalescing light T, and to halve and shade them to indicate the addition of coalescing heavy D. Analogy is thus established with the mated stems. (*b*) These halved signs are named Ult, Uld, Urt, Urd, Umt, Umd, Unt, Und, to suggest the coalescence of their sounds. See plate 29, line 5: Felt, failed; tart, tarred; hurt, heard; stamped (stamt), stemmed (stemd); sent, sunned; held, sold. (*c*) As the downward signs for Ul and Ur suggest the absence of a following vowel sound, when halved they naturally indicate *coalescing* T or D. (*d*) Lu and Ru (upward strokes), suggesting presence of a following vowel sound, when halved naturally indicate *non-coalescent* T or D, and will be considered under that head later on.

8. The shading of Ul, Ur, Um, and Un when halved to add D causes no conflict with Yu, Wu, Ump, and Ung. The latter group of four stems are not halved unless hooked (see par. 6); whereas, *hooked* L, R, Um, and Un (as will be seen in subsequent lessons) are never shaded when halved—the context being relied upon to distinguish between T or D so added. See pars. 9 to 12 inclusive for further detailed explanation in this connection.

9. (*a*) “Ump” only faintly coalesces with a following T or D (as in “camped,” “stamped,” etc.), and in ordinary pronunciation such words are heard as “kamt,” “stamt,” etc., the “p” being obscured and the “d” letter having a “t” sound. The halving of simple Em, therefore, meets these requirements, and the halving principle is not applied to Ump-b. (*b*) Note that shading of full-length Um adds P or B; but shading of the half-length Um adds D. See lines 6 and 7 of plate 29, and contrast: Romp, romped (romt), roamed; pump, pumped (pumt), palmed (pamd); jump, jumped (junt), jammed (jamd); (7) camp, camped (kamt), calmed (kamd); thump, thumped (thumt), thumbled (thumd).

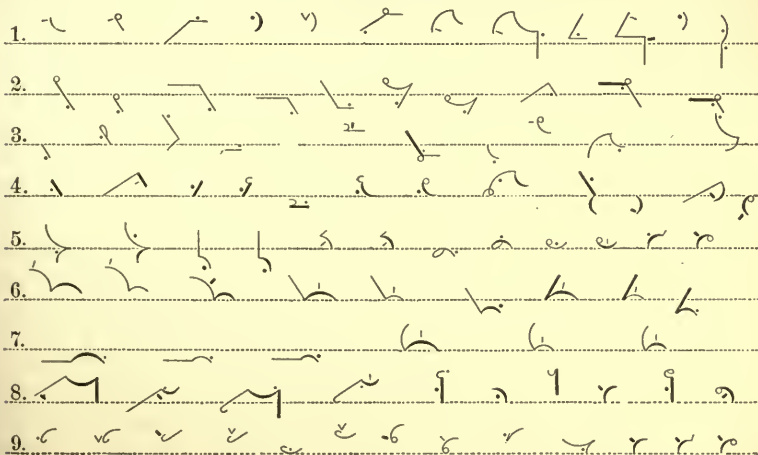
10. On account of the infrequency of occurrence of Ung-t or Ung-d, there is little utility in halving Ung. Therefore, Tu and Du

stems are used in connection with Ung, and conflict with Und is thus avoided. See plate 29, line 8, and contrast: Wronged, ruined; hanged, honeyed.

11. W and Y never coalesce with following consonants. Therefore Wu and Yu are not halved, the coalescent *semicircles* being used on the Tu and Du stems. Conflict with Urd and Uld is thus averted. See line 8 of plate 29, and contrast: Wade, aired; yawed, old; swayed, soared.

12. (a) The coalescent small-hook strokes (Wel, Wer, Wem, and Wen) are halved to add *either* T or D. Emphasis is placed upon the fact that these hooked signs *are not shaded* to indicate the addition of D; the context is depended upon to distinguish between T or D added by their halving. See line 9 of plate 29: Wilt, wild; wart, wired; went, wind.

PLATE 29.
WORD EXERCISE ON HALVING.



13. **Nomenclature.**—The coalescing mated half-lengths (taken in the order of consonants as presented on page 8) are named: Ept

Ebd, Etcht Edgd, Ekt Egd, Eft Evd, Etht Ethd, Est Ezd, Esht Ezhd, Sept Sebd, etc.; the coalescing unmated are named: Ult (down) Uld, Urt Urd, Umd Umt, Unt Und; Surt, Sult, Surd, Sund, Welt, Weld, Wert-Werd, Went-Wend, etc. Ordinarily the name of a sign is formed by substituting the vowel sound of "ebb" or "up" for the vowel of the word represented, viz.: "Apt," Ept; "ebbed," Ebd; "sobbed," Sebd; "old," Uld: "sold," Suld; "sort," Surt, etc. The name thus becomes the connecting link between the spoken word and the shorthand representative, and is of invaluable memory assistance. Practise on the nomenclature by naming the signs in plate 29, substituting the vowel of "ebb" or "up" for the vowel of the word, and making each stem in an outline the basis of a new name. For example: "Apt," Ept; "soft," Seft; "wrecked" (rekt), Ru-Ekt; "jumped" (junt) Ju-Umt, etc. The mastery of the nomenclature compels an understanding of the lesson.

14. **Caution.**—(a) Ult (light, downward) is only used when connection with another *stem* indicates the direction. The upward direction is always used when the halved L is the only *stem* in the outline. The halved stems agree with the full-lengths in this respect. (See page 16, par. 17; page 24, par. 59; page 30, par. 11.) This fact renders it necessary to represent coalescing combinations as in "salt" and "hilt" by the upward direction, though the downward stroke is the logical coalescing representative where a stem joining permits of choice of direction. See line 9, plate 29: Salt, consult-hilt, knelt. (b) Uld, however, may be written *alone*, as its *shade* is evidence of its downward direction—it being contrary to all laws of penmanship to shade *up*-strokes. See line 9: Old, hold, sold. See paragraph 7.

SCALE FOR THE HALVING LESSON.

(SEE CHAP. 7, PAR. 6.)

- 1—Uns curl.
- 2—Beginning circle, or loop.
- 3—Small Wu-hook.
- 4—Vowel before stem.
- 5—Stem.
- 6—Large Wu-hook—Tway, etc.
- 7—Vowel after stem.
- 8—
- 9—
- 10—T or D added by halving.
- 11—Final circle or loop.
- 12—Sun curl.

15. Translate and copy outlines of plate 29, as directed on page 14, paragraphs 8 and 9.

TEST WORDS.

16. Write for the teacher's inspection the following words, as directed in paragraph 42, page 21. Be careful to make a marked distinction between full-lengths and half-lengths. It is a common occurrence for a student to carelessly write a full-length, and then, when correction is made by his instructor, to remark, "O, I intended that for a half-length!" Intentions must be backed by correct execution; show your intentions on paper.

(a) **Coalescing Mated.**—Sipped, sobbed, equipped (ekwipt), twitched (twicht), hedged, suspect (suspekt), insect, paged, pegged, switched, winked (wingkt), diseased, swift, stepped, received, pushed, fished, iced, sized, east, Esty, laughed (laft), lofty, Egypt, insect, risked (riskt), nabbed, wrecked, rickety, stitched.

(b) **Coalescing Unmated.**—Felt, failed, sailed, tart, sort, assort, accent, desired, sand, desert, hired, hurt, ruined, pumped, skimmed, quilt, quelled, squealed, twilled, stamped (stamt).

(*c*) **Primitives and Derivatives.**—Pack, packed (pakt), unpacked; chip, chipped (chipt); except, excepted (eksept), unexcepted; accept (aksept), accepted (see paragraphs 3 and 4), unaccepted; exact, exacted, exactly, inexact; kneel, knelt; toil, toiled (toild); soft, softly, softness; apt, aptly, aptness (disjoin sign for “ness”); scent, scented, unscented; hard, hardness, hardly; heard, unheard; tamed, untamed; sold, unsold; formed, unformed; wipe, wiped, unwiped.

(*d*) **Miscellaneous.**—Ruined, wronged, stemmed, stamped, heart, healed, gasped.

NON-COALESCING T AND D.—NON-COALESCING MATED CONSONANTS. (See page 77, par. 5-*b*.)

SECOND STAGE—PARS. 17 TO 26.

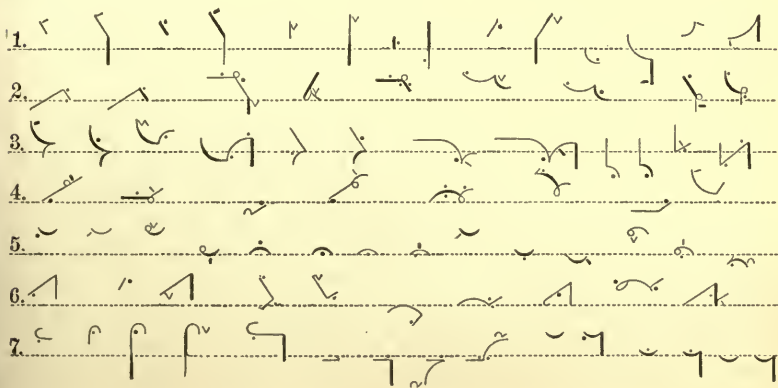
17. (*a*) Where T and D sounds coalesce with preceding mated consonants (as explained in paragraph 5), the student should have no trouble in outlining, unless misled by the unphonetic spelling; because, to repeat, the *light* mated consonants coalesce *only* with T, and the heavy mated consonants coalesce *only* with D. But when T or D *does not* coalesce with a preceding consonant (i. e., when a vowel sound intervenes), then there is no phonetic bar to either T or D following either light or heavy consonants (viz., fate, fade; vote, void; etc.). Therefore, in writing such words, the shorthand writer needs to exercise a little care; for if halving were applied to *all* non-coalescing cases to add *either* T or D, it would be necessary to depend upon the context altogether to determine which should be read. (*b*) Now, while the context will *generally* guide in the choice between words of several consonants (as “repeat,” “rapid,” etc.), it would be unreliable in case of words of few consonants (such as “tight,” “tied,” etc.), which could be easily confused. For instance, either “tight” or “tied” would make sense in the sentence, “the rope was tight-tied,” and if the *shorthand* distinction were not clear an error might occur in translating. To avoid this risk, the coalescing theory is applied to cases *where halving would result in a single-stem form* (as in “tight” and “tied”). That is, light stems are

halved to add T only, and heavy stems are halved to add D only; and when T follows a heavy consonant, or D follows a light consonant, stems are used. To illustrate, see line 1 of plate 30, and contrast: Pot, pod; bid, bought; tight, tied; dead, debt (det); cheat, chide; fat, food; shot, shod.

18. (a) As indicated in paragraph 17-*b*, when a word abounds in consonants—or, to be definite, when halving would result in an outline of two or more stems—then, either T or D may generally be added by halving, and the context be depended upon to guide in the choice when translating. For illustration see plate 30, line 2: Rapid, rabbit-rabid; expedite, justified, exhibit (egzibit), invite, invade, bestowed, visited.

(b) The extent to which this license (the halving of stems freely to add *either* T or D) may be safely carried, will be amply illustrated in the reading exercises. But remember that the rules founded on theory are for the student's guidance: therefore, when in doubt apply them—that is, use stem for T when it follows heavy consonants, and stem for D when it follows light consonants, if obscurity is feared from use of halving.

PLATE 30.



NON-COALESCING UNMATED CONSONANTS.

19. **Two-Direction Consonants, L and R.**—(a) The two directions of L and R are utilized to distinguish between coalescing and non-coalescing T or D—the downward directions indicating coalescence, and the upward directions indicating non-coalescence (see par. 7 c). (b) In case of downward L and R, distinction between coalescing T and D is indicated by shading (see par. 7); but as it is not feasible to shade an upward stroke in rapid writing, Lu and Ru (being light stems) are halved to add non-coalescing T only, and a following non-coalescing D is represented by its stem. See line 3 of plate 30, and contrast the outlines of words included within semicolons: Vault, veiled, violate, valid; pelt, paled; car-lot, car-load; tart, tarred, turret, tarried. (c) Occasionally convenience and legibility of joining require that coalescing combinations be represented by the upward, instead of the logical downward, direction. Such cases are comparatively few, and can be easily memorized. See line 4 of plate 30: Resort, exert, yard, result, embezzled, whistled, cart, fort.

20. Um and Un are halved to add non-coalescing T, and halved and shaded to add non-coalescing D, as in case of the coalescing sounds. If conflict is feared, the intervening vowel may be inserted; but this is rarely necessary, as the context will generally distinguish coalescing from non-coalescing cases. See line 5 of plate 30 and contrast: Need, not; signed, snowed; aimed, made; met, omit; nod, Ned, nude; smite, summit, humid.

21. (a) The halved Ru when standing alone would conflict with halved Chu. In case of the full-lengths, Ru and Chu are distinguished by difference of slant; but in case of their half-lengths this difference of slant is difficult to observe, and should not be risked. Therefore, words like "write," "ride," etc., should be written with the Tu and Du stems. (b) When joining with other stems indicates the direction, then Ru may be safely halved. See line 6 of plate 30, and contrast: Writ (rit), cheat, ride; pitched (picht), pirate; matched, merit. (c) For similar reasons (which will appear in the Final-Hook

lesson), Hu is only halved when joined to other stems. See line 6 of plate 30 : Hate, steam-heat, red-hot.

22. The large-hook strokes may occasionally be halved ; but generally it is more legible to use the Tu or Du stem. See line 7 of plate 30 : Quit, twit, Tweed, Dwight, quid.

23. **Nomenclature.**—To indicate their non-coalescing significance, the halved stems are called Pet, Bed, Ted, Ded, Chet, Ket, Ged, Pets, Slet, Sket, Twet, Kwet, Ret, Het, Let, Met, Med, Net, Ned, Snet, Sned, Smet, Smed, etc.

24. **Primitives and Derivatives.**—When writing derivatives, remember that a primitive sign retains its form as well as its position with reference to the line. See line 7 of plate 30 : Act, acted, actual, actually ; need, needed ; end, ended ; hand, handed.

25. Carefully practise the outlines in plate 30 as directed on page 14, pars. 8 and 9.

TEST WORDS.

26. Write the following words for the teacher's inspection :

(a) **Non-coalescing Mated.**—Fat, food, tight, tied, pot, pod, dead, debt, cheat, chide, kite, kid, thought, thawed, shot, shod, levied, levity, stampede, ragged.

(b) **Non-coalescing Unmated.**—Need, night, slide, slight, made, met, merit, married, bullet, bellowed, rate, parrot, purity, car-lot, car-load.

(c) **Miscellaneous.**—Sinned, Senate, sipped, spit, muddy, mud, needy, pet, petty, fight, fiat (see Chap. 7, par. 3), ruined, wronged, wend, winged, capped (kapt), tapped, testified, justified, start, stared, saturate, sport, separate, tart, turret, tilt, toilet, port, pirate, pitched, word, wart, twilled, dwelt, twilight, quilt, quelled, squealed, squalid, exhort (eksort), exactly, inlet, knelt, mallet, melt, mailed, bought, bid, yacht, old, weighed, aired, humped, impute, fort, fortunate (Uf-Ret-Net), thought, thawed, act, code.

(d) **Primitives and Derivatives.**—Nod, nodded ; scent, scented, un-

scented ; sound, sounded ;^{*} bail, bailed ; bellow, bellowed ; mar, marred ; marry, married ; fate, fatal, fatally, fatality ; except (eksept), excepted ; accept, accepted ; spot, spotted, spotless ; fit, fitted, fits, unfit, fittingly.

THIRD STAGE—GUIDE TO VARIOUS WAYS OF WRITING T AND D.

PARS. 27 TO 35.

27. The addition of T or D by halving presumes a comparison of lengths ; and an *angular* combination, or an intervening *circle* or *hook* is generally essential to such comparison. See line 1 of plate 31 : Rotate, nicked (nikt), vouched (voucht), covet, tweaked (tweekt), avenged, moderate, hamlet, answered (ansurd), ratified, madam.

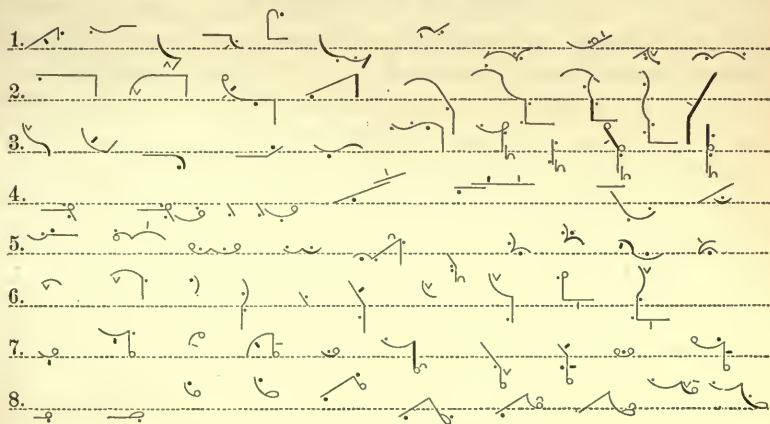
28. Ordinarily, if two stems join without an angle, neither should be halved, but an associated T or D should be expressed by its stem. See line 2 of plate 30 : Kicked (kikt), liked, suffocate, reared, mapped (mapt), emphatic (emfatik), methodic, esthetic, judged.

29. Occasionally in non-angular joinings, difference of shade will distinguish between varying lengths. See line 3 of plate 31, and contrast : Fired, fort, card, cart, named, animate. The preceding illustrations cover the principal combinations to which this idea is applied. Experience has demonstrated that no conflict with Wu or Ump results from this practise.

30. **Disjoining.**—(a) In outlining words like “attitude,” containing more than two consecutive “t’s” or “d’s,” it is not practicable to *combine* all the sounds either by means of halving or by the use of the Tu or Du stems. Experiment with this word. This difficulty is overcome by combining two of the sounds in a halved stroke and writing it *disjoined* near the full-length stem of the other sound. See line 3 of plate 31 for illustrations of such cases : Institute, attitude, substitute, destitute. (b) One of the important advantages of this disjoining expedient is that it often avoids the reconstruction of a primitive form. See line 4 of plate 31, and compare primitives and derivatives : Accept, acceptance, apt, aptness. (c) Disjoining may

also be used to avoid the writing of *any* triple-length straight stems. See line 4 of plate 31: Rarer, Keokuk. (*d*) The syllables of a word govern the sounds represented by the *disjoined signs*. For instance, write Rar-er, not Ra-rer; Keo-kuk, not Keok-uk; atti-tude, not attit-ude, etc. (*e*) The second of the disjoined signs should be written above the first, if convenient, in order to avoid conflict with implication of "con" or "com" syllables. See line 4 of plate 31, and contrast the other disjoined signs with: Accompany (ak-kompany), recommend (re-kom-end).

PLATE 31.
WORD EXERCISE ON HALVING.



31. (*a*) The phonographic theory caters to *syllable representation*, and shorthand writing and reading is vastly improved by this practise. But the *spoken syllable* is rather elastic, and where the *shorthand combination* is materially improved thereby a medial T or D may be shifted from a *following* to a *preceding* syllable, or *vice versa*, without seriously affecting the syllabic utterance. See line 5 of plate 31: Antique (anteek), symptom (sintum), sentence, intend, maturity, aptitude, estimate, esteemed, ordain, ultimate. The outlines adopted eliminate the vertical T-stem and thus secure line-writing;

while at the same time the sound-divisions represented (ant-eek, simt-um, sent-ens, int-end, mat-ur-ity, apt-itude, est-imate, est-eemd, ord-ain, ult-imate) sufficiently reflect the syllabic thought. Experiment with the shorthand forms of the rejected syllabic divisions (an-teek, sim-tum, ma-tu-ri-ty, etc.) and note the superiority of the recommended forms. (b) Of course, the preceding practise must yield to the requirements of paragraph 28.

32. Representation of T or D Governed by Vocalization.—See scale on page 123. (a) Stems must be used when T or D immediately precedes a final-vowel sound. See line 6 of plate 31, and contrast: Might, mighty; east, Esty.

(b) Stem must be used for T or D when two concurrent-vowel sounds immediately precede or follow it. See line 6 of plate 31, and contrast: Pet, poet (po-et); fight, fiat (fi-at); Sitka, sciatica (si-atiku).

(c) Stem must be used for T or D when it is immediately followed by a vowel sound which can neither be safely omitted nor written before a following stem. See line 7 of plate 31, and contrast: Notes, notice (notis); lots, lotos; ends, induce; appetites, potatoes; saints, Santos. The final S of each of the preceding words is logically represented by the circle. Observe that the T coalesces with the following S in “notes,” “lots,” etc., and may therefore be represented by halving; but “notice,” “lotos,” etc., require the Tu stem to provide place for the vowel preceding the final non-coalescing S.

(d) Of course, when consistent with the other elements of legibility hereinbefore mentioned, it is desirable to add final T or D by halving, as halving indicates clearly that no vowel sound is to be read after the T or D so added.

33. “Ts” and “St” Combinations Contrasted.—See scale on page 123, and note that a final circle reads after a T or D sound added by halving; *i. e.*, the sounds are read relatively “t-s,” as in “cats.” Therefore, halving should not be employed in writing such words as “cast,” in which the “s-t” order occurs—the small Steh-loop being

used in such cases. This is a common error ; guard against it ! See plate 31, line 8, and contrast : Cats, cast ; feats, feast ; repeats, repast ; refutes, refused ; invites, invest.

34. Practise the outlines in plate 31 as directed on page 14, pars. 8 and 9.

TEST WORDS.

35. Write the following words for the teacher's inspection, as directed on page 21, par. 42 ; primitive words are inserted by way of contrast with the half-length derivative : Slack, slacked, slackened, unslacked (see page 87, par. 38) ; pop, popped ; judge, judged ; vacate, vacated ; fort, fortnight ; fortunate, unfortunate ; locate, located ; scare, scared ; rate, rated ; conduct, conducted ; mope, moped ; mob, mobbed ; fire, fired ; afford, affords ; name, named ; rectify, rectified, rectitude (Ru-Ukt-Ted) ; revenge, revenged ; art, artless, artlessly ; cook, cooked ; bob, bobbed ; knot, knotted, knotty ; repeat, repeated, repeatedly ; rapid, rapidly, rapidity ; baked, unbaked ; signed, unsigned ; desire, desired, undesired ; sold, unsold ; puzzle, puzzled ; muzzle, muzzled ; whistle, whistled (whisld) ; embezzle, embezzled ; tight, tightly, tightness, tightened ; fat, fatty, fatness, fatted, fatten, fattened ; light, lightness, lightened, lightly ; hard, hardly, hardness, hardened ; animate, animated ; ordain, ordained ; mast, mats ; pets, pest ; appetite, potato (see pars. 2 and 31) ; ultimate, ultimo, ultimately, ultimatum ; limit, limitless ; hug, hugged ; requite, requited ; ants, entice, feats, photos (fotos), thatched, matched, loomed, fastened (fasnd), altitude (Lu-Tu, Ted' disjoined), latitude (Let-Ted), ordinance.

FOURTH STAGE—PREFIXES.

PARS. 36 TO 42.

36. Unt is used as a prefix sign for "inter," "enter," or "intro." It is disjoined when there is danger of conflict with the unvocalized signs of the "in" or the "un" syllables ; in other cases it is joined, if convenient. See line 1 of plate 32, and contrast : Induce, introduce ; interpose, interposes, interposed ; unweave, unweaved ; interweave,

interweaved; interview, interviewed, interviewer; intersect, intersected; unmixed, intermixed; unlaced, interlaced (see par. 24).

37. Um, disjoined and written above the remainder of the word, represents "magni," "magna," or "magne." See line 3 of plate 32: Magnify, magnified, magnitude (diphthong sign joined); magnesia; magnanimity, magnanimous; magnetism.

38. The prefix "with" (as in "withstood") is better represented by the sign of its consonant sound (the Thu-stem) than by its coalescent word sign, Weh—the stem sign joining more readily with other characters, especially with the circle. See line 3 of plate 32: Withhold, withstood.

SUFFIXES.

39. "Ed."—The "ed" suffix (as in "waited," "noted," "started," etc.) may be represented in three ways, viz.:

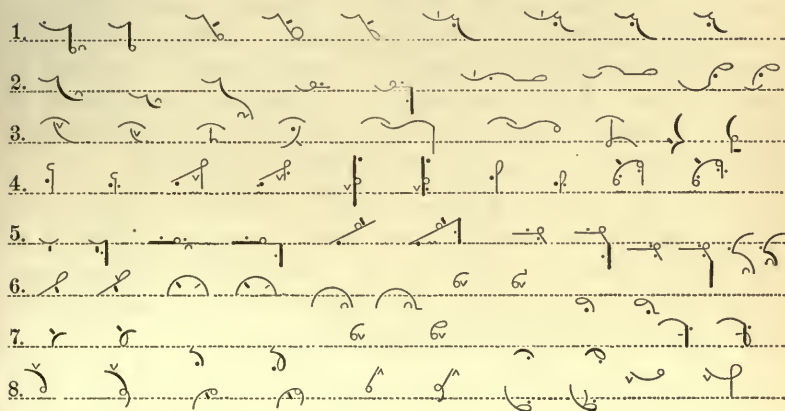
(a) **By Halving.**—If the primitive outline terminates in a full-length stem, halve it to add the D of a following "ed" syllable. See line 4 of plate 32, and compare primitives and derivatives: Wait, waited; recite, recited; decide, decided; state, stated; solicit, solicited.

(b) **By the "Du"-Stem.**—If the primitive terminates in a half-length, represent the following "ed" syllable by the Du stem if it joins legibly—that is, makes a sharp angle. See line 5 of plate 32, and compare primitives and derivatives: Note, noted; execute, executed; resort, resorted; except, excepted; accept, accepted (see par. 24); allure, allured (introduced to contrast with "lure" and "lured" in line 6).

(c) **By the "Ed"-Tick.**—The "ed"-tick is used when the primitive-word outline terminates in a loop (as in "roast"); when the primitive-word outline terminates in a full-length stem which cannot be halved, on account of non-angular joining with a preceding stem, and to which the Du stem joins badly (as in "lower"); or when the primitive-word outline terminates in a half-length to which the Du-

stem does not join at a sharp angle (as in "start"). See line 6 of plate 32, and compare primitives and derivatives: Roast, roasted; lower, lowered; lure, lured; slight, slighted; start, started.

PLATE 32.



40. (a) The "ed" syllable is a very common one, and its shorthand representation should be thoroughly mastered. The relative importance of the three methods of writing it is in the order presented, viz.: First, by halving; second, by the Du-stem; and lastly, when the other two methods fail, by the tick. The indiscriminate use of the tick would cause conflict with half-lengths, also with inaccuracies of penmanship, and it is therefore recommended only as a last resort; its mission is to avert the disjoining of the Du-stem, and for this reason it is licensed in case of such words as "lowered" and "lured," which do not terminate in strictly "ed" syllables. (b) The "ed"-tick may be written at any angle.

41. "Est."—The "est" syllable may be represented in three ways, viz.:

(a) If the primitive terminates in a plain stem (that is, without final circle, loop, or hook), represent a following "est" syllable by

the Stu-loop. See line 7 of plate 32, and compare primitives and derivatives: Old, oldest; hard, hardest; slight, slightest; mad, maddest; muddy, muddiest.

(b) If the primitive terminates with a circle which may be logically turned by the Right-motion, represent a following "est" syllable by Est (halved Us) which is a Right-motion curve. Est may be written upward if the downward direction is impracticable. See line 8 of plate 32, and compare primitives and derivatives with reference to the circle rules (see page 79, par. 13): Wise, wisest; loose, loosest; choice, choicest (see page 79, rules 4 and 5); fast, fastest.

(c) If the primitive terminates with a Left-motion circle on a *curved*-stem, the Sus circle should be used to combine the final S of the primitive with the S of the "est" syllable, the T sound being represented by the Tu-stem. See line 8 of plate 32, and compare primitive and derivative: Nice, nicest (ni-ses-t).

42. Carefully practise outlines in plate 32 as directed on page 14, pars. 8 and 9.

TEST WORDS.

43. Write the following test words for the teacher's inspection, as directed on page 21, par. 42: Interdict, interdicted; intermixes, intermixed, unintermixed, interjected; wed, wedded; exceed, exceeded; elicit, elicited; execute, executed; exact, exacted; result, resulted; exhort (egzort), exhorted; note, noted; knot, knotted; stud, studded; mat, matted; muddy, muddied; sort, sorted; assort, assorted; lure, lured; allure, allured; mild, mildest; old, oldest; rude, rudest; mad, maddest; muddy, muddiest; neat, neatest; natty, nattiest; naughty, naughtiest; dusty, dustiest; fast, fastest; skate, skated; scout, scouted; spot, spotted; spout, spouted; repeat, repeated; repudiate (see par. 32-b), repudiated (see par. 30); expedite, expedited (see par. 18); liquid (see par. 22), liquidate, liquidated.

PLATE No. 33

RECAPITULATION OF THE HALVING PRINCIPLE.

COMBINATION OF T AND D WITH MATED CONSONANTS.	1.	\		/	-	⌒	()	⌒
	2.	⌒		/	┐	⌒	{	}	⌒
	3.	\		/	-	⌒	()	⌒
	4.	⌒		/	┐	⌒	{	}	⌒
COMBINATION OF T AND D WITH UNMATED CONSONANTS.	5.	Ult Let	⌒	Urt	⌒	Umt Met	⌒	Unt Net	⌒
	6.	Uld	⌒	Urd	⌒	Umd Med	⌒	Und Ned	⌒
	7.	Yay	⌒	Way	⌒	Ump Umb	⌒	Ung	⌒
	8.	Yeh-T	⌒	Weh-T Wuh-T	⌒	Ump-T Umb-T	⌒	Ung-T	⌒
	9.	Yeh-D	⌒	Weh-D Wuh-D	⌒	Ump-D Umb-D	⌒	Ung-D	⌒
		Welt		Wert		Wemt		Went	
	10.	Weld	⌒	Werd	⌒	Wemd	⌒	Wend	⌒

44. See plate No. 33:

(a) Lines 1 and 3 show mated sounds of similar shade combined by halving (*i. e.*, T added to light stems; and D to heavy stems).

(b) Lines 2 and 4 show mated sounds of dissimilar shade combined by stems.

(c) Lines 5 and 6 show the treatment of unmated L, Ur, M, and N in analogy with the mated consonants—the light halved stems adding T, and heavy halved stems adding D. Uld, Urd, Umd, and Und should really be memorized as four new signs, the introduction of which is rendered safe by the exclusion of Yay, Way, Ump, and Ung.

(d) Line 7 shows Yay, Way, Ump, and Ung, which are excluded from the halving principle to make room for Uld, Urd, Umd, and Und.






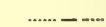


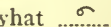



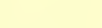

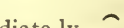


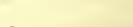



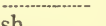

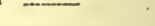


(e) Lines 8 and 9 show the Tu and Du-stem combinations with

the coalescent semicircles, which justify the exclusion of Yay and Way from the halving principle.

(f) Line 10 shows the four coalescent-hook signs—Wel, Wer, Wem, and Wen—halved to add either T or D, when coalescent, as in “Wilt,” “walled,” etc.

45. Take primitive forms as the guide in outlining. Study of primitives will not only prove a valuable guide to the selection of shorthand material in outlining words, but will also result in a vastly increased familiarity with English words—an essential requirement to the stenographer. If the formative signs (see page 25, par. 64-c) do not join legibly, disjoin them rather than reconstruct the primitives. This plan caters to syllable representation, the foundation thought in phonographic reporting. Take advantage of every opportunity to represent spoken syllables, and as far as possible name the shorthand group signs so as to correspond with the syllables for which they are to be used. This idea is emphasized in each lesson; it becomes more and more important as the grouping principles afford increasing opportunity of combining consonants upon a single stem.

WORD SIGNS, CONTRACTIONS, ETC.

Put 	About 	Supt. 
Could 	Quite 	Good 
After 	Fact 	Somewhat 
That 	Without 	Lord-Read 
Word 	World 	Immediate-ly 
Want 	Under -Hundred 	Hand-Owned 
Not 	Nature 	Willed 
Astonish -ed-ment 	Establish -ed-ment 	Manuscript 
Sent 	Send 	

46. **Derivatives from Word-Signs.**—See plate 34, line 1: Lordly, lordship, natural-ly, reader, unhanded, handled, superintendency, worded, goodly, goodness.

47. **Compound Words.**—See line 2 of plate 34: Hereabouts, hereafter, hereinafter, whereunder, whereabouts, underwent, underhanded, understood, misunderstood, self-willed; (line 3) afterthought, afterward, forward, inward, onward, password, upward, underestimate, undergo, undersigned.

48. **Distinction Between Derivative and Compound Words.**—(a) Technically, a derivative is formed by adding to the primitive word some regular prefix or suffix letters or syllables, viz.: Lord, lordly; usual, *unusual*, etc. (b) A compound word is one in which regular words enter as syllables, viz.: “Here” and “after” compounded to form “hereafter;” “under” and “hand” to form “underhand,” etc. (c) There is this important difference in positioning; the prefix or suffix sign of a *derivative* assumes the position of the primitive word (see “unhanded,” line 1 of plate 34); whereas in *compounds*, the sign of the *first word* is given its position, as in the case of phrases (see “underhanded,” line 2).

49. **Phrases.**—(a) The only consonant of “it” being “t,” the writer who has cultivated the habit of *carefully distinguishing between the length of his strokes* may phrase this word by halving the stem preceding it; see line 4 of plate 34: If it, for it, if it is not, for it is not, take it, make it, when it is necessary, if it is not necessary.

(b) The words “of” (ov), “is” (iz), “as” (az), are represented by their stem-consonants in order to utilize halving to phrase “it.” See line 5 of plate 34: Of it, is it, as it, of its, of its own, is it not, as it is impossible, as it seems to be, as it will be seen.

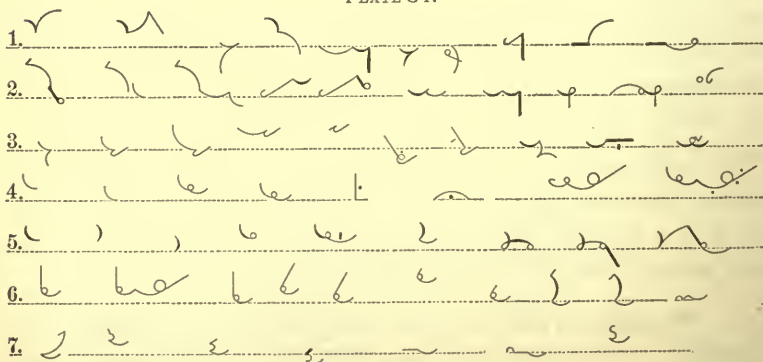
(c) **Miscellaneous Phrases.**—See line 6, plate 34: It is not, it is not necessary, it has not, which is not, which has not, he is not, he has not, he was not, I was not, you should not; (line 7) I shall not, I

would not, he would not, who would not, could not, you could not, we would not.

50. **Memory Aids.**—(a) The sign for “he” assumes the position of the word with which it is phrased. Therefore “would” retains its position in the phrase “He would not,” but assumes the position of “I” and “who” in the phrases “I would not” and “who would not.” (See line 7 of plate 34.) (b) The present tense of “read” is represented by the word sign. (c) “Somewhat” is written as if pronounced “sumut,” and is given the position of “what” to avoid conflict with “some.” (d) The word sign for “Superintendent” imitates the longhand abbreviation, “Supt.” (e) The coalescent “wi” is omitted from “without,” the Thu-stem being halved to add the “t” of “out.” (f) The vanish sound of “r” is omitted from “after,” “under,” “nature”—these words being written as if pronounced “aftuh,” “unduh,” “natuh.” This same principle of omission is involved in the word-signs for “ever,” “for,” “never,” “purpose,” “average,” “however,” etc. (g) “Send” is written with the Du-stem in order to avoid a dangerous conflict with “sent.”

51. Practise plate 34 as directed in paragraphs 8 and 9, page 14.

PLATE 34.



SENTENCE AND LETTER PRACTISE ON HALVING.

52. Practise plates 35 and 36 as directed in paragraph 103, page 53. This matter contains no word that is not properly covered by the Halving and the preceding lessons.

Sentences.—1. Hand him the goods owned by me which you put with the box of books under the window. 2. James says that the superintendent has not yet resigned the superintendency, and is not going to do so. 3. I was somewhat astonished to know that he was at the head of the establishment. 4. I naturally want to know what you laughed about; this is natural, is it not? 5. It is a fact that James came soon after you left. 6. I understood that Sarah was living in Soho, but could not manage to see her. 7. I will read the missive immediately. 8. The Lord is my guide. 9. God is good. 10. The world is wide. 11. His insulting notes show that he is not worth my notice. 12. Pat's worries are past. 13. The ship veered as it passed the enemy's pits by the fort, and fired a shot which took effect. 14. His peculiar attitude caused me to institute inquiries, which showed that he was destitute of common decency. 15. As the rope slackened he tightened his hold on it. 16. It is not right to cheat. 17. The boys have about the same merit and are well matched. 18. The rope was tied, but was not tight. 19. The act was one of the code of 1896. 20. She toiled hard that she might witness the tourney and the base-ball game, but the tilt was ended and the last score was tallied ere she had made her toilet. 21. He liked the food, but could not eat the fat: he does not like fatty meat. 22. Millard and Antwerp avenues intersect. 23. In this life right and wrong are intermixed; we must not expect unmixed good. 24. The dead boys' arms were interlocked so tightly that it was hard to unlock them. 25. His bid was the lowest on the list; that is the reason I bought his goods. 26. The statute quite fittingly required that the statue should be erected in New York city. 27. He has symptoms of poisoning. 28. You should not have interfered with the dispute. 29. The rapidity with which they walked was astonishing.

PLATE 35.
SENTENCE EXERCISE ON HALVING.

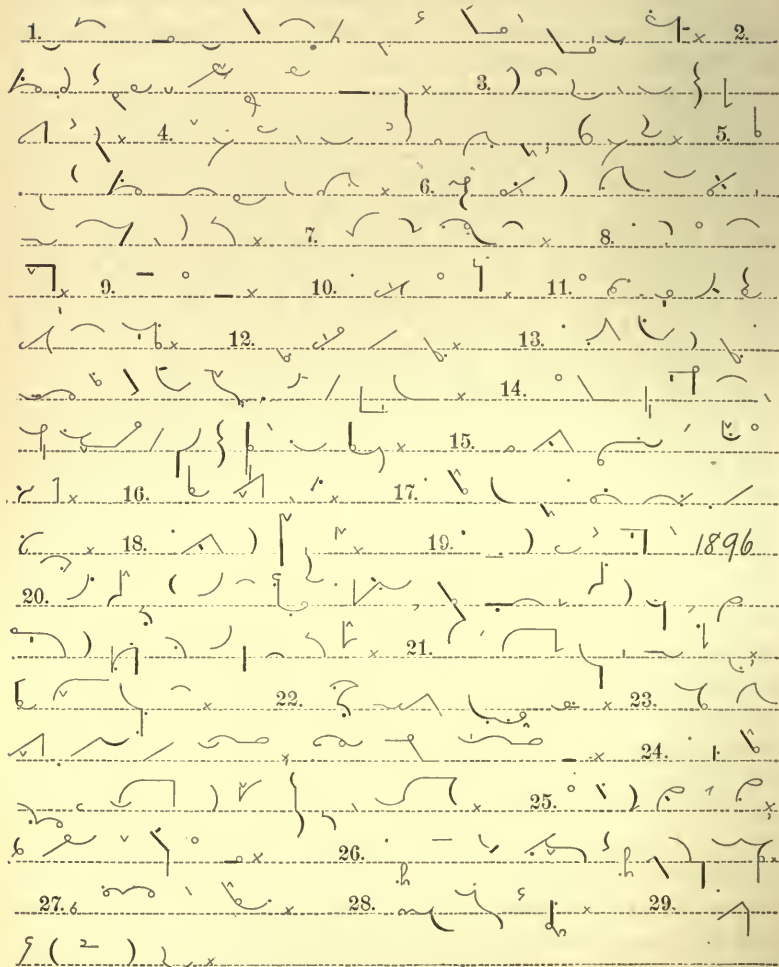
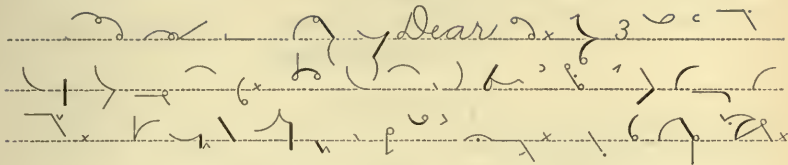
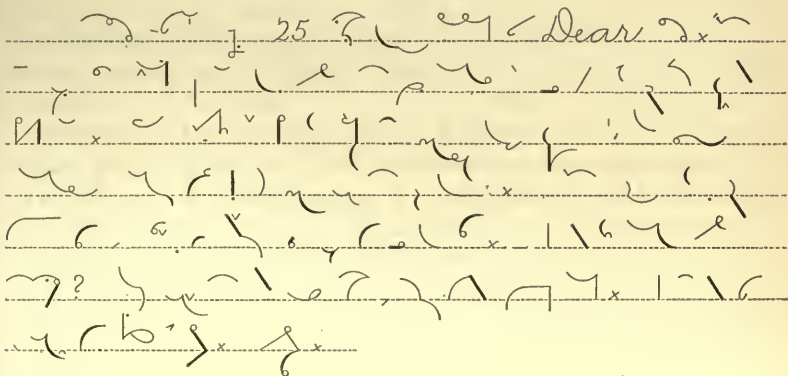


PLATE 36.

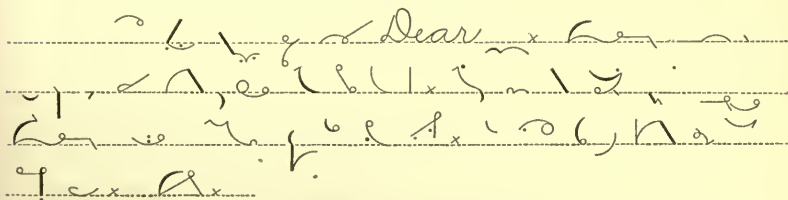
(1)



(2)



(3)



(Letter No. 1—See plate 36.)

MESSRS. MESENERV & CO.,

Elizabeth, N. J.

Dear Sirs:

I have yours of the 3d inst., with copy for advertisement, for which accept my thanks. It is impossible for me to say just now what

space on the page your card will occupy. It will no doubt be shifted about to suit the needs of the make-up.

Hoping this will be satisfactory, I remain

Yours respectfully

(Letter No. 2.)

MESSRS. WALNUT & TASCOTT,

25 Millard Avenue, Cincinnati, Ohio.

Dear Sirs :

I am quite naturally somewhat annoyed at not having received my last invoice of goods, which I thought would be here without doubt by Saturday night. When I wrote you I said that I wanted them immediately, and you should have sent them forward without delay; or, if something unforeseen interfered with your doing so, you should have notified me to that effect. I am astonished that an establishment like yours should slight an old buyer who has handled your goods for years. Could it be that you never received my message? If so, notify me by next mail, and the error will be looked into. It might be well to interview your teamster on the subject.

Respectfully yours,

(Letter No. 3.)

MISS JENNY BARTLETT,

St. Louis, Mo.

Dear Madam :

Your manuscript came to hand to-day, and the story will be used as soon as I have space for it. I feared you might be anxious about the acceptance of your manuscript; hence, I notify you without delay of its safe receipt. If it misses this issue, it will be inserted in the succeeding one.

Yours respectfully,

53. Write the following letter for the inspection of the teacher.

(Letter No. 4.)

MESSRS. HARTNET & TETLOW,
Pittsfield, Penna.

Dear Sirs :

Answering yours of the 28th inst., would say that my house, located at 25 Bartlett avenue, is not to let. I thought you intended to buy, or I would not have sent my agent to you. The house needs some slight repairs, but when it has received these will be as good as new. Would you not like to make me a bid for it? I expect to sell it any day; so you should not delay if you want a house in that vicinity.

Respectfully yours.

QUIZ ON HALVING.

54. 1. How may final T or D be generally represented when the consonant preceding it is properly represented by a stem, as in "packed," "loved," etc.? 2. How should T or D be represented when immediately preceding a final-vowel sound?—when the two adjacent stems are joined without an angle, as in "kicked," "emphatic," etc.? 3. How should non-coalescing D be written when following Ru or Lu, as in "borrowed," "bellowed," etc.? 4. Why are not Wu, Yu, Ump, and Ung halved when unhooked, and what would their halved signs conflict with? 5. When Wel, Wer, Wem, and Wen are halved, is any distinction made between T and D so added? 6. How may "tight" be distinguished from "tied"?—"bid" from "bought"? 7. May halving be applied to both "rapid" and "repute"? 8. Should Hu or Ru be halved when the only stem is an outline?—why not? 9. What necessitates disjoining of the component stems of a word, as in "attitude"? 10. In case of a medial T or D (as in "estimate," "ordain, etc.), what advantage is there in combining it with the preceding syllable rather than with the following syllable? 11. How are "ts" and "st" combinations distin-

guished, as in "cats" and "cast"? 12. When is the "ed" suffix represented by halving?—when by the Du-stem?—when by the "ed"-tick? 13. What is the utility of the "ed"-tick and why should its use be restricted? 14. When is the "est" suffix represented by the Stu-loop?—when by the Ust-stem?—when by the Stu-stem? 15. What is the distinction between derivatives and compound words as regards positioning? 16. Is a half-length stem ever written through the line?—why?

CHAPTER XI.















































FIRST STAGE—DOUBLE CONSONANTS—INITIAL HOOKS FOR L AND R.

PARAGRAPHS 1 TO 16.

1. (*a*) This lesson treats of initial hooks to represent the coalescence of L and R with preceding consonants, as "pl" in "play," "pr" in "pray," etc. (see plate 37). (*b*) As the L and R hooks indicates the absence of vowel sounds between the hook and stem consonants, the compound signs are called "Double Consonants," or "Consonantal Diphthongs."

2. **The Double-Consonant System at a Glance.**—(*a*) Plate 37 gives a complete table of the Double-Consonant signs, of which there are 34 in all. (*b*) Lines 1, 3, and 7 show the L-hook signs. (*c*) Lines 2, 4, and 8 show the R-hook signs. (*d*) Lines 5, 6, 9, and 10 are introduced for reference. (*e*) The L-hooks are all turned by the Left-motion, except on Ml. (*f*) The R-hooks are all turned by the Right-motion, except on Nr. (*g*) The R-hook signs in line 2 are obtained by turning the L-hook signs in line 1 bodily over sidewise, without changing the slant. (*h*) The first four R-hook signs in line 4 are similarly obtained by turning their L-hook mates, in line 3, over sidewise, without changing the slant. This causes the stems of Fr, Vr, Thr, and Dthr to assume the shape of Ur, Wu, Us, and Zu (see

PLATE 37.

1. Pl  Bl  Tl  Dl  Chl  Jl  Kl  Gl 
2. Pr  Br  Tr  Dr  Chr  Jr  Kr  Gr 
3. Fl  Vl  Thl  Dthl  Shl*  Zhl 
4. Fr  Vr  Thr  Dthr  Shr*  Zhr 
5. Ur  Wu  Us  Zu 
6. Wel  Wef  Wem  Wen 
7. Rl  Ml  Nl 
8. Lr  Mr  Nr 
9. Ump-b  Ung 
10. Hu  and Yu 

line 5), and necessitates excluding these latter four stems from this principle. This exclusion of Ur, Wu, Us, and Zu, however, sacrifices nothing, as the sounds their combination would represent are either infrequent, or are well provided for in other ways. (*i*) As a memory assistance, the L-hooks may be likened to the crooked (crookt) forefinger of the left hand, and the R-hooks to the crooked forefinger of the right hand. (*j*) As Lu, Ru, Um, and Un are already provided with small hooks (line 6), the R-hook on Lu (line 8), and the L-hook on Ru, Um, and Un (line 7) are made *large* to avoid conflict. (*k*) The stems of Mr and Nr (line 8) are shaded to distinguish them from Wem and Wen. This causes no conflict with Ump and Ung, as these latter signs do not take L and R hooks (see line 9). (*l*) Shr and Zhr (written downward) accord with the alphabetic direction of these stems (see page 16, par. 17), and they may therefore be used either when standing alone or when joined to other stems. But Shl

* As the L and R hooks are *beginning* hooks, it is evident that Shl and Zhl must be written *upward*; also that Shr and Zhr must be written *downward*.

and Zhl (written upward) need a stem joining to indicate their upward direction, and therefore are never used when the only stem sign in an outline. The reason for this is that in a subsequent lesson these stems, in common with all the other stems, take final hooks; and the alphabetic direction of Sh and Zh being downward, the hooks on Shl and Zhl would be read as final if these signs stood alone. A stem joining, however (as "Uf-Shl" for instance), by unmistakably indicating the direction, clearly indicates whether the hook is beginning or final, and warrants the upward direction. (*m*) The "D" in the spelling of "Dthl" and "Dther" (see lines 3 and 4 of plate 37) is to distinguish between the hard sound of "th" as in "either," and the soft sound as in "author," etc.

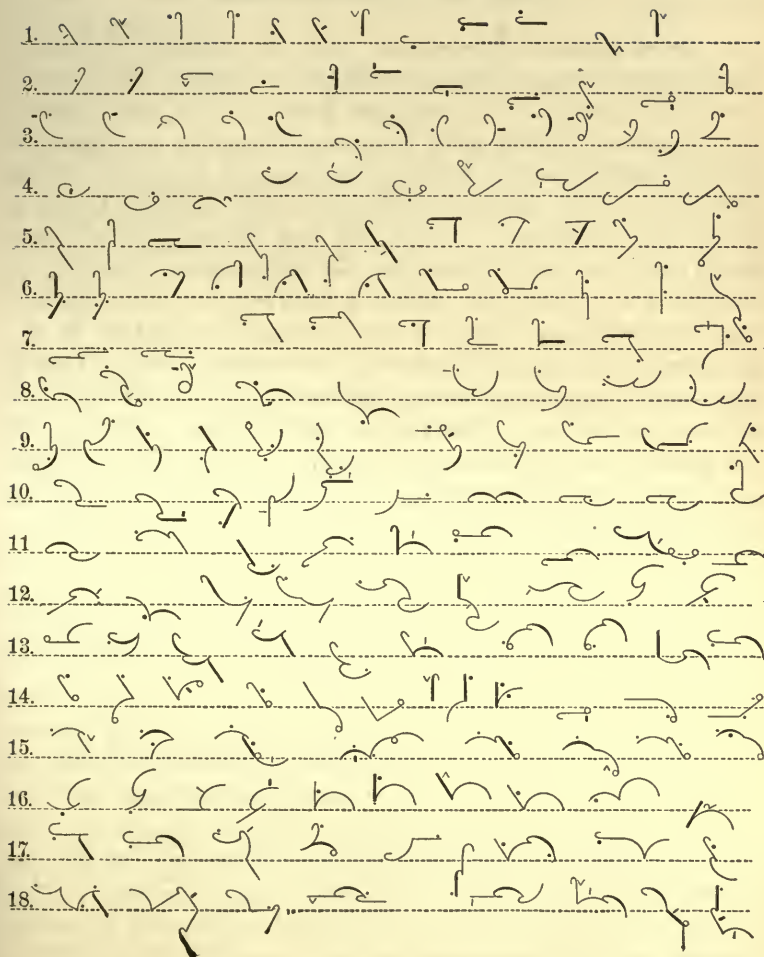
DOUBLE-CONSONANT SCALE.

- 1—In-curl.
- 2—Beginning circle.
- 3—
- 4—Vowel before stem.
- 5—Stem.
- 6—L or R hook.
- 7—Vowel after stem.
- 8—
- 9—
- 10—T or D added by halving.
- 11—Final circle or loop.
- 12—Sen curl.

3. **Vocalization of Double-Consonant Signs** —(*a*) The hook and stem sounds are supposed to coalesce—that is, to be welded together. (See Scale.) Therefore, a vowel sign placed before the stroke is read before both hook and stem, as in "able" (a-bl); and a vowel sign placed after the stroke is read after both hook and stem, as in "blow" (bl-o)—never between them, as in "bowl" (b-o-l), etc. (*b*) It should, however, be understood that in the common print silent *letters* often intervene between coalescing consonants, as "e" in "label" (la-bl),

PLATE 38.

WORD EXERCISE ON L AND R HOOK.



“o” in “labor” (la-br), etc. The learner must be on the alert for such cases, and be governed by the *pronunciation* of words—not by their *spelling*.

4. **Double-Consonant Nomenclature.**—(a) Do *not* think or speak of the Double-Consonant signs as “Pee-El,” “Bee-El,” etc.; nor as “Pel,” “Bel,” etc.; nor as “Pee and L-hook,” “Pee and R-hook,” etc. The effect of these styles of naming would be to improperly suggest a non-coalescence of the consonants, and to foster a misuse of the signs. Bad thinking causes bad writing. (b) The L and R hooks indicate *coalescence* of hook and stem sounds, and the name should reflect the fact. Remember that the shorthand nomenclature is intended to connect the spoken syllable with the shorthand sign. The Double-Consonant signs should therefore be styled Pl, Bl, etc., as in “play,” “pray,” etc., with the “ay” omitted. When spoken, these sound combinations address the ear as “Pul,” “Bul,” etc., but the vowel (as in “up”) is so obscure as to be scarcely recognized, and therefore is not misleading. (c) Or, as the Double-Consonant signs (while implying the absence of *medial* vowels) admit of vowels immediately before or after the double sign, they may be styled Upl (suggestive of “apple”), or Plu (suggestive of “play”), etc. (d) Accordingly, Pul, Upl, or Plu means the Double-Consonant sign; while Pu-Ul, Pu-Lu, etc., mean the separate stems. (e) Taking Pu as the representative stem, the L-hook signs may be called the Pul series, and the R-hook signs the Pur series.

5. Translate plate 38 as directed in paragraphs 8 and 9, page 14, using plate 37 for reference. To illustrate: The first outline in line 1 of plate 38 reads, u-pr, upper; the second outline reads, pr-i, pry; third, e-tr, eater; fourth, tr-e, tree, etc. (See paragraph 3.) This drill is intended as an agreeable method of learning the double-consonant signs in plate 37, and the manner of combining them. While engaged in this translation, note the resemblance between the spoken syllables and the names of the double-consonant signs. See line 5: Pr-Pl, purple; Tr-Tl, turtle; Gr-Gl, gurgle, etc. It will be noticed

that the letter "u" in the "pur," "tur," and "gur" syllables of the preceding words is so obscure as not to be recognized, and the "r" is therefore considered as coalescing with the preceding consonant (see paragraph 3).

GUIDE TO CHOICE BETWEEN HOOKS AND STEMS FOR L AND R.

6. As L and R are two of the most frequent sounds in English speech, the student should thoroughly master the shorthand treatment of them. Critical study of paragraphs 7 to 12, inclusive, will confer this knowledge, and insure the correct writing of the test words in paragraph 16.

7. In writing a primitive word with an L or R in it, the first thing to determine is how such L or R is to be written—whether by hook or by stem; and if by stem, which direction—upward or downward. This question generally influences the expression of the other consonants of the word. The formula presented in paragraphs 8 and 9 should be observed rigidly until the theory is mastered.

8. If there is *no* decided vowel sound immediately before L or R (as in "play," "pray," etc.) use hook.

9. If there *is* a decided vowel sound immediately preceding L or R, use the stems, according to rules laid down in paragraphs 78 and 79, page 46. That is, use the *downward* direction if L or R is the last stem consonant and *not* followed by a vowel sound (as in "pili," "pills," "pair," "pairs"); and use the *upward* direction if L or R is the last *stem* consonant and *is* followed by a vowel sound (as in "pillow," "pillows," "tory," "tories").

10. See plate 38, line 14, and contrast: Pleas, pills, piliows; prays, pears, parries; idle, deal, delay; crews, cars, carries.

11. (a) Where choice of material is presented, give the double-consonant signs preference over other groups. (b) For instance: the "mpl" sound-group has two possible combinations in shorthand

—the medial P may be merged into the preceding Um by thickening it, or it may combine with the following L by means of the double-consonant sign, Pl. In all such cases strictly apply the rules laid down in paragraphs 8 and 9, viz.: If *no* vowel sound intervenes between L and the preceding P (as in “imply”), write Um-Pl; but if a vowel sound *does* intervene (as in “impel”), then L should be expressed by its stem, and P is free to seek the next best combination, which is by means of the thickened Um (Ump). The same procedure applies to “mpr,” “mbr,” and “mbl.” See plate 38, line 15, and contrast: Imply, impel; emblazon, embolism; embrace, embowers, impress, impairs.

12. (a) The “lr” syllable (as in “nailer,” na-lr; “tailor,” ta-lr, etc.) is so common as to merit special attention. The Lr-sign (see line 8 of plate 37) is preferred if it joins easily with a preceding sign. See line 16 of plate 38: Nailer, Schiller, color, ruler. (b) But if the Lr-sign does *not* join easily with a preceding sign, then use the stem combination Lu-Ur, without regard to the primitive outline. See line 16 of plate 38: Tailor, dealer, boiler, paler, miller, jeweler.

13. **Imperfect Hooks.**—Where joining does not permit the formation of a perfect hook, an imperfect hook—answering every purpose—may be formed by retracing slightly on the preceding stem in the direction of the required hook, and writing the following stem from that point. For illustration, see outlines for “griddle,” “Mitchell,” and “cudgel” on line 5 of plate 38.

14. The utility of the two directions for Sh is well illustrated by the outlines for “shuttle,” “sugar” (shugr), and “shackle,” in line 10 of plate 38—the downward direction better suiting the first word, and the upward direction better suiting the last two.

15. Lines 17 and 18 are unkeyed; their translation will test the student’s understanding of the principles.

WRITING EXERCISE.

16. For the teacher's criticism write the following words as directed on page 21, paragraph 42. Guard against the error of writing two "t's" in "battle," two "p's" in "tipple," etc. (See par. 52, page 23.) Bleacher (blee-*chr*), preacher, tipple, battle, batter, trouble, vocal, vigor (vi-*gr*), bugle, buckle, broker, prickle, trickle, trigger, beggar (be-*gr*), playful (pla-*fl*), germ (jrm), Germany, culture (kl-*chr**), picture (pik-*chr*), measure (me-*zhr*), treasure (tre-*zhr*), Bethel, bother, either, author (aw-*thr*), inner (i-*nr*), humor (u-*mr*), Merwin (Mr-*wen*), eternal (e-*tr-nl*), fisher (fi-*shr*), official (ofi-*shl*), bushel, schemer (skee-*mr*), frugal (froo-*gl*), fragile (fra-*jl*), silver, sliver, travel (tra-*vl*), plumber (plu-*mr*), robbers, liquor (li-*kr*), quibble (kwi-*bl*), equator (ekwa-*tr*), quiver, worker (wr-*kr*), essential (es-*n-shl*), molar (mo-*lr*), jailer, Naylor, toiler, collar (ko-*lr*), clear (see par. 11-*a*), ruler, camel (ka-*ml*), tunnel (tu-*nl*), thresher, peddle, major, rumor (roo-*mr*), loafer, slaver, sleeper, prong, crank (krangk), final (fi-*nl*), clock (klok), Wilber, flicker, churlish, nourish (nr-*ish*), vulnerable (vl-*nr-bl*), floral, shaker, shackel, shudder, twinkle, *fluent* (Flu-Ent), *client* (Klu-Ent).



SECOND STAGE—COMBINATION OF CIRCLES AND LOOPS WITH L AND R HOOKS—TRIPLE CONSONANTS.

PARAGRAPHS 17 TO 27.

17. (a) Refer to page 79 and carefully note the rules governing the turning of circles on and between stems. "Compliance" with these rules indicates a *simple* sound of S or Z, and so long as a hook in combination with a circle is turned by the same motion as that assigned the *simple* circle, the hook must be clearly shown or it cannot be read. These remarks apply to *all* hooks on curves, and to the L-hook on *straight* stems. See plate 39 for illustrations: (Line 1) Splice, sable, saddle, subtle (sutl), satchel (sachl), cycle, suffer, sinner (sinr), summer (sumr).*

* The final syllable "ture" as in "picture," "culture," etc., in the ordinary pronunciation of even good speakers is heard as "chur." This is admitted by one of our best dictionaries, the Century. The shorthand expression, "Chur," affords a more natural and suggestive representation of this syllable than the Tur stroke would.

(b) But if the hook is turned by a *different* motion from that assigned to the *simple* circle, then such hook need not be shown in combination with a circle; the circle being logically supposed, by "violation" of rule, to include the hook. The inference is that if it did not include the hook, the circle would occupy its own side of the stem. These remarks specially apply to the R-hooks on *straight* stems. See plate 39 for illustrations: (Line 2), Supper (supr), sober, cider, consider, sitter (sitr), seeker, Sager, stripe, scream; (3) scrawled, sprawled, scruples, stretcher, supersede, spry, strây, screw, suppress (supres), spring, string. Of course, the R-hook *could* be shown in such combinations; but as it requires considerable care to write circles clearly within hooks, speed of writing is secured by implying the hooks.

18. **Triple-Consonant Nomenclature.**—(a) The circles combined with the L and R hooks produce what are styled Triple-Consonant signs—three sounds being thus combined on one stroke. (b) The addition of the circle does not affect the order of reading the vowel signs as explained in paragraph 3, and the triple-consonant signs are styled Spr, Sepl, or Sple; Spr, Sepr, or Spre; Str, Setr, or Stre; Skr, Sekr, or Skre, etc. (c) Nor does the joining of the circle affect the order of reading stem and hook sounds. That is to say,  , for example, are read Spl, Spr, *not* Slp, Srp.

19. (a) Only the *small* circle is written *inside* of the hooks. It would be confusing to attempt to so write the large circle or loops. (b) The Steh-loop and Sus-circle *may* be turned by the Right motion on straight stems to imply the R-hook, but the practise is of doubtful benefit. "St" especially is generally most easily and legibly expressed by the Stu-stem when immediately followed by a Double-Consonant sign. See line 4 of plate 39: Steeper, steeple, stagger, stiffe, Stover, excitable, stutter (stutr), stable, unsuitable.

20. **Various Expressions of "Str."**—The large loop (Stur) is never written at the beginning of stems. In writing words like "stray," "stare," etc., the beginning consonants of which are "s, t, r," the rules

laid down in paragraphs 8 and 9 are applied, viz.: (a) In "stray" the R coalesces with T; therefore the hook is used, which with the circle for beginning S, produces the triple-consonant sign Str. (See paragraph 11-a.) (b) In "stare" the R does *not* coalesce with T; therefore the Ur-stem is used, and T seeks the next allowable combination, which is with the preceding S by means of the Steh-loop. (c) In "estray," the Us-stem must of course be used on account of the preceding initial vowel. See line 5 of plate 39, and contrast: Stray, stare, estray; stroke, stark; stream, storm; strap, stirrup; stretch, starch. (d) The Stur-loop may be used at the *termination* of stems when a vowel sound neither follows nor precedes the "tr," as in "duster" (dustr). But if a vowel sound does either immediately follow or precede the "tr," as in "destroy," "depositor" (depositr), etc., then the triple-consonant stem-sign Str must be used. See line 6 of plate 39: Pastor, pastry; dabster, depositor; castor, extra (ekstra); lusters, lustrous.

21. (a) When a circle and hook combine between stems, the circle is turned by the *hook motion* and the hook clearly shown, if practicable. See plate 39: (Line 7), bestrew, bicycle, display, outstrip, tricycle, vespers, vestry, crucible, express; (8) whisper, dayspring, whisker, gospel, risible, visible, pistol, peaceful. (b) In the case of signs in line 8, the *loop* appearance caused by turning the hook need occasion no concern, as the loop between *crossing* stems is never read for "st," but for S or Z only. The writer may therefore boldly make as much of a loop as is necessary for the clear showing of the hook. (c) Between Chu and Pu, and between Tu and Ku, it is not practicable to clearly show the R-hook in combination with a circle; therefore, the hook is implied by writing the circle on the *inside* instead of on the outside of the angle. This remark also applies to the mates Ju-Bu and Du-Gu. See plate 39, line 9: Tasker, Jasper, descry, disgrace, discourage (diskrej). The circle in these combinations is turned on the first stem by the Left motion, as if the stem stood alone; and the second stem is written from the top of the circle with-

out lifting the pen. Or, to help the understanding, the combination may be thought of as Tu joined to Skr; Ju joined to Spr, etc.

22. In a few cases where it is difficult to combine the R-hook with the circle between *crossing stems*, and the R sound is not deemed essential to the correct translation of the word, the expression of R is abandoned entirely. This remark is chiefly applicable to the following words and their derivatives (see line 9 of plate 39): Prescribe (preskibe), subscribe (subskibe), describe (deskibe), superscribe.

23. **The N-curl and Triple-Consonants.**—(See page 87, paragraph 38). On the R-hook straight-stem triple-consonant signs the circle is turned by the Right-motion. Therefore a preceding N-sound should be combined by means of the Right-motion N-curl. See plate 39, line 10: Strung, unstrung; scrupulous, unscrupulous; scribe, inscribe; suppressed, unsuppressed; screw, unscrew.

24. **Peculiar Combinations.**—See plate 39, line 11, and practise these combinations until they can be written with ease: Vesper, vestry, Dinsmer, Misner, Musclotch, misapply, Phosphorus, Sanskrit, songstress (songsters); (12) trammeled, tumult, dimmer, tremor, armor, firmer, murmur, plumber-Plummer.

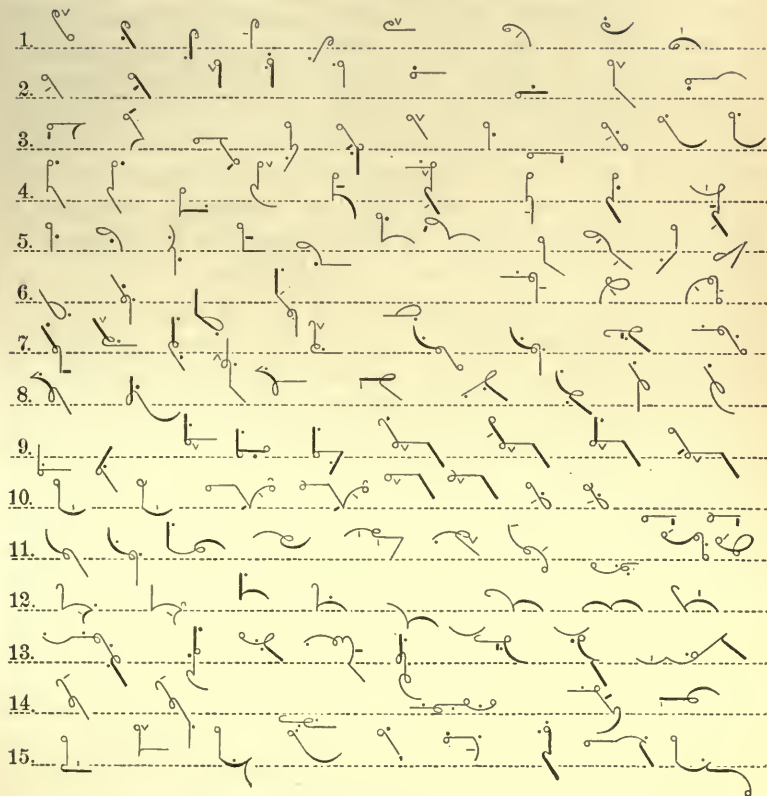
25. Lines 13, 14, and 15 are unkeyed. They afford a good test of the student's knowledge of the preceding principles.

26. Practise plate 39 as directed in paragraphs 8 and 9, page 140.

WRITING PRACTISE—TEST WORDS.

27. Write, as directed in paragraph 42, page 21, the following words for the teacher's inspection: Consider, scribble, scruple, strength, sprinkle, peaceful, soprano, superficial, scramble, sacrilege, stroller, scrawler, apostrophe (apostrofee), frustrum, rostrum, distressed, mistress, mistrusted, whiskers, Lucifer, Passover, external, disgraceful, subscribers, designer (dez-inr), splotch, prisoner (priz-nr), fastener (fasnr), quizzical, mixture (mikschr), texture (tekschr) seamstress, traceable, secrecy, supply (suply), (see par. 17).

PLATE 39.
EXERCISE ON TRIPLE CONSONANTS.



THIRD STAGE—HALVING OF DOUBLE AND TRIPLE-
CONSONANT STROKES.

PARAGRAPHS 28 TO 34.

28. (a) Double and Triple-Consonant strokes are freely halved to add either T or D. The T or D so added reads after all sounds combined by modifying the stem—except the final circles and loops, which always read last. See plate 40, line 1: Trot, trade, replete,

replied, frustrate, whispered, flight, effort (efrt), fraud, flavored, invert, street; (2) fright, frighten, frightened; convert, converted, unconverted; treat, treated, treats, mistreat; speckle, speckled; (3) sprinkle, sprinkled, unsprinkled; wrinkle, wrinkled; imply, implied; (4) complete, completely, completed, completeness, incomplete; prostrate, prostrated; bother, bothered; supplied; (5) honor (onr), honored, dishonor, dishonored; humor (u-mr), humored; rumor, rumored; armor, armored; slivered, shivered, shoveled. The full-length primitives are associated with their half-length derivatives in the preceding illustrations in order to emphasize the necessity of carefully distinguishing between the length of stems.

(b) Where special distinction requires, the rule laid down on page 119, par. 5, is applied—that is, write Du after light stems, and write Tu after heavy stems. See plate 40, line 6, for some common applications of this rule: Plot, plead; plotted, pleaded (see page 119, par. 7); strut, stride; broad, bright; float, flood; floated, flooded; split, exploded ('sploded).

29. **Caution.**—(a) On account of Ul, Ur, Um, and Un being shaded when halved to add D, learners are apt to *erroneously* extend the expedient to *hooked* stems. It should be impressed that the shade of a hooked stem is never changed when halved. That is to say, if it is *light* when *full-length* it remains *light* when *halved*, and if it is *heavy* when *full-length* it remains *heavy* when *halved*. To illustrate: The halved Vr is read Vrt or Vrd; halved Fr is read Frt or Frd, etc. If the context cannot in any special case be relied upon to distinguish between T or D added by halving, then the remedy specified in paragraph 28-b must be resorted to. (b) Note that Uld, Urd, Umd, and Und *do not take hooks of any kind*.

30. A *neat penman* may safely halve the large-hook strokes; but the ordinary writer will find it safer to use the Tu or Du stems in such combinations. See plate 40, line 7: Tunnel, tunneled; apparel, appareled; color, colored; enamel, enameled.

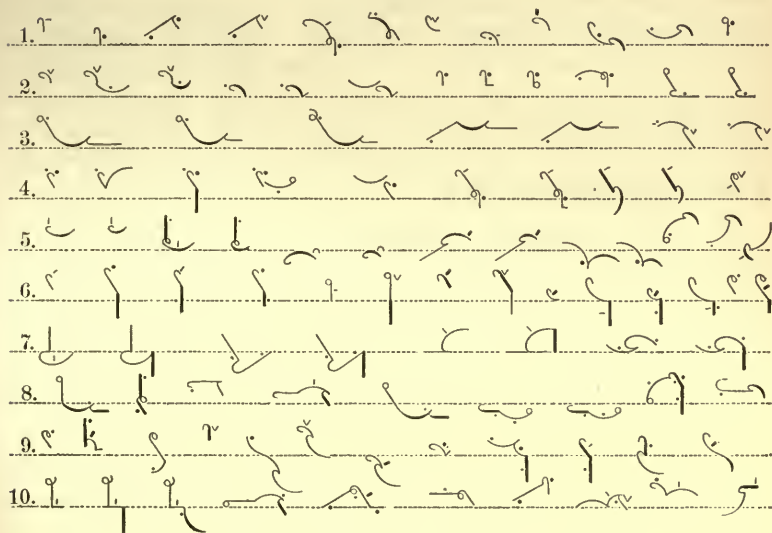
31. **Nomenclature.**—(a) The halved double and triple-consonant

signs are named as follows: Pult-d, Epult-d, or Plet-d; Purt-d, Epurt-d, or Pret-d; Splet-d or Sepled; Stret-d, Skret-d, etc. (b) Pult-d, means that the sign is named either Pult or Puld, etc.

32. Lines 8, 9, and 10 of plate 40 are unkeyed. They serve as a test of the learner's understanding of the preceding instruction.

33. Practise plate 40 as directed on page 14, paragraphs 8 and 9.

PLATE 40.



WRITING EXERCISE—TEST WORDS.

34. For the teacher's inspection write the following words as directed on page 21, paragraph 42: Supplied (suplied, see page 23, par. 52); plate, plated, replated; deplete, depleted; flatly, flatness; broad, broadly; shrewd, shrewdness, shrewdly; threat, threaten, threatened; clot, clotted; strut, strutted; papered, Robert, dabbled, betrayed, measured (mezhrd), treasured (trezhrd), enabled, uttered (utrdr), clattered, scribbled, scrutiny, pickled, stripped, reconsidered,

accomplished, grateful; illustrate, illustrated; scabbard, puckered, warbled, critical, split, sprite; secret, secretly; discreet, discreetly, discreetness; hobbled, sequester (sekwestrate), haggard, haggled, twittered, battered.

FOURTH STAGE—IRREGULAR FORMS.

PARAGRAPHS 35 TO 47.

35. Occasionally legible joining requires a hook even where a strong vowel sound exists before R or L. See plate 41, line 1: Figure, engineer, telegraphy, sculpture, childhood, hemisphere, atmosphere, Goldsmith, regard. A little practise will fix these signs in the memory, and a study of the points involved in the combinations will confer the judgment to handle similar cases. Experiment with *stems* for L and R in the preceding words; the necessity for using hooks will then be impressed.

36. **Special Vocalization (Intervocalization).**—The L and R hooks are supposed to *exclude* medial vowels. (See paragraph 3 of this chapter.) If excessive timidity causes the learner to shrink from disregarding such medial vowels by using hooks in the cases cited in paragraph 35, he may indicate that the vowels are to be read *between* the stem and the hook sounds by the following plan (see plate 41, line 1):

(a) Turn the dots into circles, writing such circles *before* the hooked-strokes to indicate that the vowels are heavy, and *after* the stroke to indicate that the vowels are light.

(b) Write the dashes *through* the stem. If a first-position or a third-position dash cannot be conveniently written *through* the stroke, it may be written immediately preceding the beginning of the stroke to represent a first-position dash, or immediately following the termination of the stroke to represent a third-position dash. The diphthongs may be handled in similar manner.

37. The special vocalization is, however, of utility chiefly in case of names, where it might be desired to distinguish clearly between

“Cole” and “Colt,” for instance. In this case write ɔ- for “Colt,” and ʔ for “Cole.” Ordinarily, if an important vowel sound intervenes, the L or R stems should be used; or if the joining requires a hook under such circumstances, the outline should be memorized. A little practise with such forms will reconcile the learner to abandon the special vocalization which his timidity may cause him to use temporarily.

CONSONANTS OMITTED, ETC.

38. Occasionally an embarrassing combination is avoided by omitting an unimportant consonant. Common cases are presented in paragraphs 39 to 44.

39. **N Omitted.**—(See plate 41, line 2.) Transmit (trasmit), translate, transact, transfer, messenger (messe'jer), passenger, stranger.

40. **R Omitted.**—(See plate 41, line 2.) Transgress (trasgess), transcribe, transcript.

41. **T Omitted when Following S.**—(See plate 41, line 3.) Trustworthy (trusworthy), I trust you will, must trouble you.

42. **Initial K Omitted when Immediately Followed by a Triple-Consonant Sign.**—(See plate 41, line 3.) (a) Extreme (ʔstreme), explode (contrast “split”), explicit, exclusive. (b) In a few cases where K is a distinguishing feature it must be retained; see line 3, and contrast: Extra, stray; express, suppress.

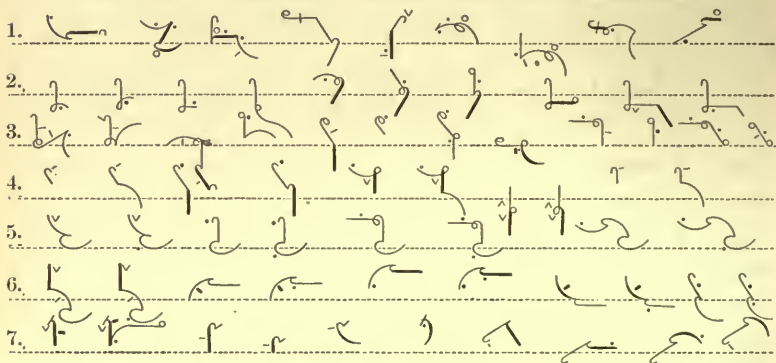
43. (a) Audibly or mentally repeat the contracted words, as follows: Trasmit, traslate, trasact, trasfer, mesejer, pasejer, strajer, trasges, traskibe, traskipt, trusworthy, I trus you'll, mus trouble you, streme, splode, splisit, sklusive. (b) To demonstrate the utility of these consonant omissions, the learner should experiment with the full outlines and note the benefits conferred by the contractions. This practise will prove of great assistance in learning the contractions.

44. **Sentence Practise on Omitted Consonants.**—For teacher's criticism, write the following sentences for practise on consonant omission: 1. The passenger, wishing to transmit a message, sent

it by messenger, but it was too late to accomplish the business he desired to transact. 2. I trust you will send the fiddle strings by a trustworthy messenger. 3. A tastefully dressed lady handed a note to the postmaster. 4. I suppressed my feelings and expressed my sympathy. 5. The firecracker exploded with an extremely loud noise, which caused her to exclaim. 6. I explicitly requested her to be less exclusive. 7. Did the pistol simply split, or did it explode?

PLATE 41.

EXERCISE ON INTERVOCALIZATION, CONSONANT OMISSION, ETC.



45. **Treatment of Derivatives.**—(a) If the “t” or “d” of a “ter” or “der” syllable belongs to the primitive and is added by halving (as in “plot”), add the remaining “r” by the Ur-stem if it joins legibly; (b) but if such “t” or “d” is expressed in the primitive by its stem (as in “plead”), then either stem or hook may be used for the expression of “r,” as is most convenient. See plate 41, line 4, and contrast: Plot, plotter; plead, pleader; inside, insider; outside, outsider; trot, trotter. (c) In a few cases like “fighter,” “lighter,” etc., the “r” of the derivative joins illegibly with the outline of the primitive. Such words are best covered by the lengthening lesson, and are reserved for it. (d) In writing words like “finally,” etc., do not repeat the “l” sound; merely insert the light dot of the first position after the outline of the primitive “final,” etc. See plate 41,

and contrast the following words: (Line 5) Final, finally; eternal, eternally; external, externally; infernal, infernally; (line 6) diurnal, diurnally; local, locally; legal, legally; vocal, vocally; playful, playfully.

46. **Aspiration.**—(a) Use the Heh-tick in the following cases (see plate 41, line 7): Hydro, hydraulics, huddle, huddled, hovel, hither. (b) Use the Hu-stem in the following cases (see plate 41, line 7): Hobble, haggle, hammer, hover.

47. Practise plate 41 as directed on page 14, paragraphs 8 and 9.

DERIVATIVES FROM WORD SIGNS.

48. See plate 43: (Line 1) Belongs, belongings, belonged; remembered, numbered, doctored, cared, called, followed, regretted, regarded; (line 2) skilled, scaled, schooled, favored, valued, assured, parted, impart, depart, guarded. surprised, spirited, dispirited; (line 3) spiritual, spiritually, spirituality; security, securely, insecurity, insecurely; childish, childhood; railed, angelic; (line 4) builder, buildings; invaluable (contrast “unavailable”), collected, corrected, correctly; shortly, shortness, shortest; (line 5) property, properly, unfavorable, disfavor, ownership, follower, merely, merest, pleasurable, displeasure. Drill on this paragraph not only confers a knowledge of the derivative forms, but also contributes to the memorizing of the word signs and contractions.



































































49. **Compound Words.**—(See page 68, par. 19.) See line 6 of plate 43: Evermore, moreover, forevermore, overflow, everything, hitherto, undervalue, thereunder, schoolhouse, courthouse, railroad, shorthand.

50. **Phrases.**—(Plate 43, line 7.) In order, in order that the, in order that there may be, in order that you may, in order that we, in order to make, in order to please, in order that we shall not be, in order that your, in order to be able to; (8) in reply, in receipt, in regard to the, I am in receipt, I am in receipt of your favor, we are in receipt of your favor, in reply to your favor, replying to your favor, in regard to your request; (9) your favor, I have your

FIFTH STAGE—PARAGRAPHS 48 TO 58.

PLATE 42.

DOUBLE AND TRIPLE-CONSONANT WORD SIGNS, ETC.

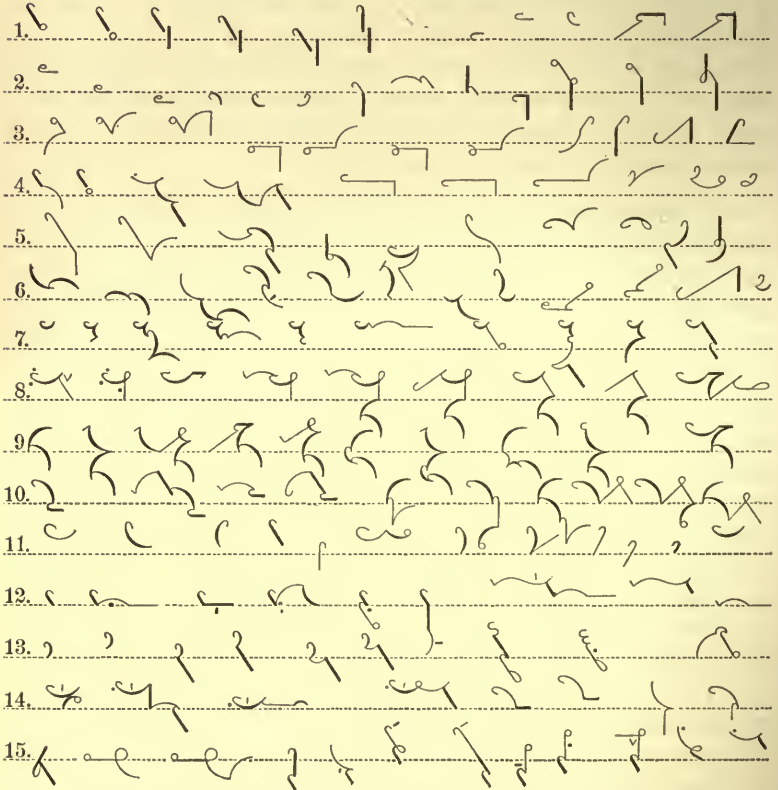
Appear		Doctor		Child	
Belong		Dear		Children	
Particular		During		Court	
Part		Toward		Follow	
Appeared		Larger		Full-y	
Opportunity		Angel		From	
Board		Care		Over	
Member		Call		Every-Very	
Remember		Difficult		Favor	
Number		Difficulty		Hither	
Ability		Accord-ing		Either	
Build-t		Accordingly		Their	
Behold				There	
Bold				Other	
Able to		Great		Near-nor	
Until		Guard		Manner	
Tell-till		Mr.-mere		Owner	
Told		Remark		Skill	
Pleasure		More		Scale	
Sure		Publisher		School	
Assure		Million		Correct	
Surprise		Spirit		Practicability	
Secure		Regard		Rail	
Barrel		Regret			
Proper		Collect			
Character		Practicable			
Short		Throughout			

favor, I have received your favor, regarding your favor, I received your favor, your valued favor, I have your valued favor, your esteemed favor, we have your favor, in regard to your favor ; (10) very glad, I will be very glad, I am glad, we will be glad, yours truly, very truly yours, yours very truly, very respectfully, very respectfully yours, yours very respectfully ; (11) in all, of (ov) all, with all, by all, at all, in all things, they are, there are, which are, which were, who are, in our ; (12) able to, able to make, able to go, able to leave, able to please, able to do so, I am unable to make, I am enabled to make ; (13) there would (there'd), there ought (therawt), there would be, there ought to be, there would not be, there ought not to be, we would be pleased, we were pleased, will you please.

51. **Memory Aids.**—(a) The Nurd-stroke for “in order” merely drops the final “r,” as if pronounced “inordu.” (b) In such phrases as “in receipt,” etc., the “n” of “in” coalesces with the “r” of the following word, and the combination is therefore properly and conveniently represented by the Nr-stroke, thought of as “Inre.” The “un” syllable in “unreconciled,” etc., may be similarly treated. (c) The only consonant of “all” is “l,” and the only consonant of “are” and “our” is “r.” Therefore these words are appropriately represented by their hook expressions in the valuable phrase signs here presented. (d) The phrase signs for “there would” and “there ought” represent their slurred pronunciation — “there’d” and “therawt.” The latter phrase is given the position of the second word (ought) in order to avoid conflict. (e) “Unable to” and “enabled to” are distinguished by adding the “t” of “to” by halving in the first phrase, and by writing the Petoid in the second phrase. (f) The word “to” after “in order” and “in regard” is required by the context. Its sign may therefore be omitted or written as suits the convenience of joining. See outlines for “in order to make” and “in order to please” in line 7 of plate 43, and “in regard to the” in line 8. (g) “In regard” is written as if pronounced “in regahd”—the second “r” of “regard” not being essential to legi-

bility, and a difficult joining being avoided by its omission. (*h*) The word sign for "ability" merely ignores the final vowel, which is excluded when "t" is added by halving. (*i*) "Publisher" is written as if pronounced "pubshr."

PLATE 43.
DERIVATIVES, COMPOUNDS AND PHRASES.



52. **Prefixes.**—(*a*) In the following cases the Nr-stroke is used for "unre" syllables to avoid the inconvenient combination of Un-Ru

(see plate 43, line 14): Unreconciled, unredeemable, unreclaimed, unreasonable.

(b) The Fr-stroke is used as a prefix sign for “for-e” in order to avoid conflicts, or when the word-sign (Uf) does not join legibly. See line 14, plate 43: Forget, forgot; foretell, foretold.

53. **Suffixes.**—(a) “Ful” and “ble” may be represented by the Uf and Bu stems if the L-hook causes an inconvenient joining. See plate 43, line 15: Adjustable, successful.

(b) If it is desired to distinguish between “ful” and “fully” in cases where the L-hook is omitted, add Lu in the latter case. See line 15: successfully.

(c) Represent “bility” by the Blt-stroke, which merely ignores the final-vowel sound. See plate 43, line 15: Durability, affability, plausibility, probability, suitability, stability, excitability, feasibility, inability.

54. **Words Omitted.**—The words “to,” “of,” and “of the” may be safely omitted from such common phrases as “in reply (to) your favor,” “in regard (to) the,” “I am in receipt (of) your favor (of the) 15th inst.,” etc. The context can be depended upon to restore the missing words when transcribing. See plate 44, sentences 25 and 30.

55. Practise plate 43 as directed on page 14, paragraphs 8 and 9.

SENTENCE-PRACTISE ON WORD SIGNS, ETC.

56. The following sentences have been specially constructed to provide practise on the Double and Triple-Consonant word signs, contractions, etc. (See plates 44 and 45.) Practise with them as directed in Chap. 4, paragraph 103: 1. It appears that a number of the bottles belong to Dr. Wicker, and I was told to tell him to call for them sometime during the present month if he was anxious to have them. 2. I particularly remember that only part of the flour was forwarded at the time the order was received, and it was promised that the rest should follow as soon as opportunity to ship presented

itself. 3. I feel sure that they will use particular care in handling the glass. 4. The larger of the two houses will be built immediately, but the smaller one is not expected to be completed until the last part of October. 5. Similar stores, four stories high, will be built in other parts of the city. 6. Every transcript my former lady stenographer made was full of errors, and I finally discharged her because she transcribed "Please except my regrets," instead of "Please accept my regards." 7. I fully expected to hear from them ere this, and their failure to write causes me very much surprise. 8. It is difficult to tell just when they will call. 9. I assure you that it is with great pleasure that I comply with your request, and I trust you will continue to favor us with your orders. 10. It is of no value and should be considered dear at any price. 11. The spring term of the Probate Court is nearly over. 12. The school wall is high, and the boys like to scale it in order to display their skill. 13. I think that your child is playing with Mr. Blair's children. 14. The owner of the property values it at a million dollars or over. 15. "Fools rush in where angels fear to tread."—Pope. 16. There is no guard at the building, nor is there need of any. 17. The north wall is secure; but the south wall is very insecure, being merely held up by props. 18. His sarcastic remarks were very uncalled for. 19. If either member of the firm admits the bill to be correct, an attempt to collect it will be practicable; otherwise, I fear you will be unable to secure the money. 20. He was enabled to leave his business and take a pleasure trip, owing to the receipt of an unexpected remittance from home, but I was unable to go with him. 21. There ought to be money enough to complete the building, and there would be if affairs were managed properly. 22. There were to be many soldiers present at the unveiling of Hooker's statue. 23. His conduct is proper and his character is above reproach. 24. They are successful in all things that they undertake. 25. In reply to your favor of the 15th inst. in regard to the goods which were ordered by you on the 20th inst., we would state that we will be unable to ship the tables at all, owing to the fact that the factory has quit manufacturing that par-

ticular style. The goods which are in stock, however, will be forwarded immediately. 26. George, come hither and see your uncle's presents. 27. I like his spirit, but he is a little too bold. 28. According to all reports they acted nobly, but it is a notable fact that they went without reward. 29. Hoping to hear from you soon, I am yours very respectfully. 30. We are in receipt of your favor of the 16th inst., and in reply thereto would state that we sent the goods forward to-day. Very respectfully yours. 31. As a rule the ruled paper avoids the necessity for a ruler. 32. While making the rolls she rolled the dough with the roller. 33. It was a frightful storm, causing fearful damage, which was aggravated by the overflowing of the stream. 34. Jasper Jessup is employed by Messrs. Tasker & Dinsmer, and has a hard task to please them. 35. As soon as Colonel Misner becomes excited he starts to strut along the bank of the stream and stare at the stars. 36. The list of taxable goods is still incomplete. 37. His dishonorable conduct is traceable to his desire to possess a bicycle and a tricycle. 38. By the shimmering light of a lucifer match the tunneled hole made by the prisoners through the wall was seen. 39. There are about three bushels of apples in a barrel. 40. A cluster of beautiful roses was ruined by the falling plaster, which just missed a lobster and some pastry intended for the pastor's lunch.

PLATE 44.
SENTENCE EXERCISE ON DOUBLE CONSONANTS.

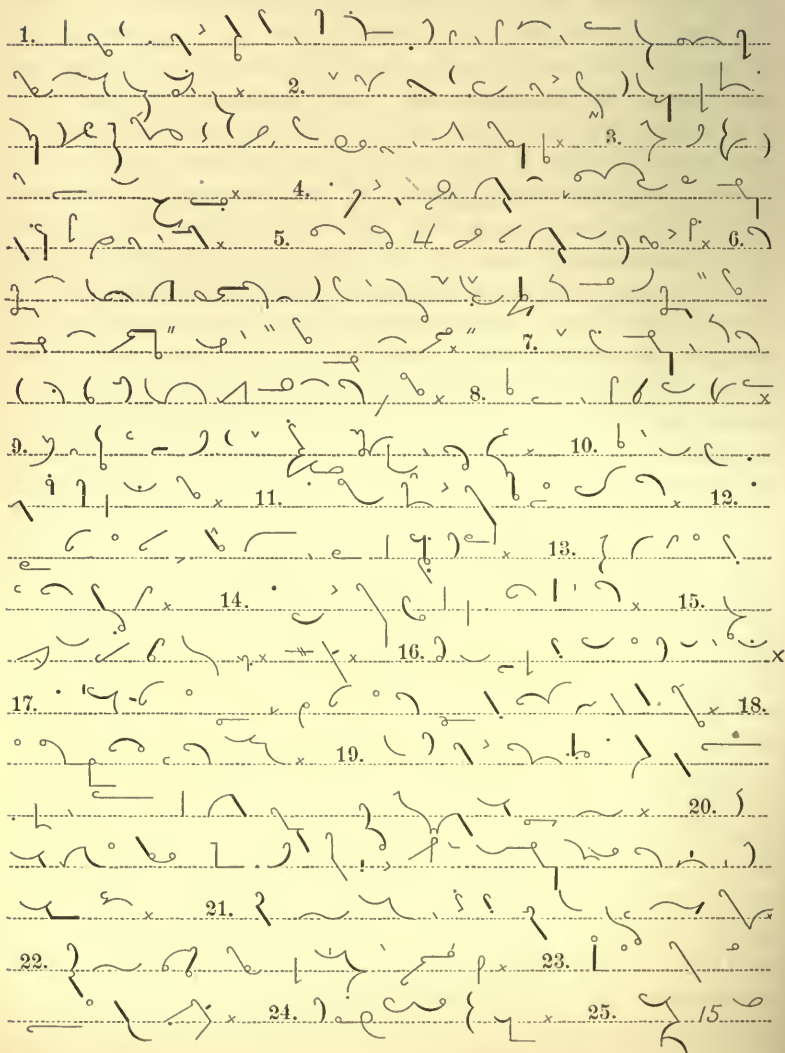
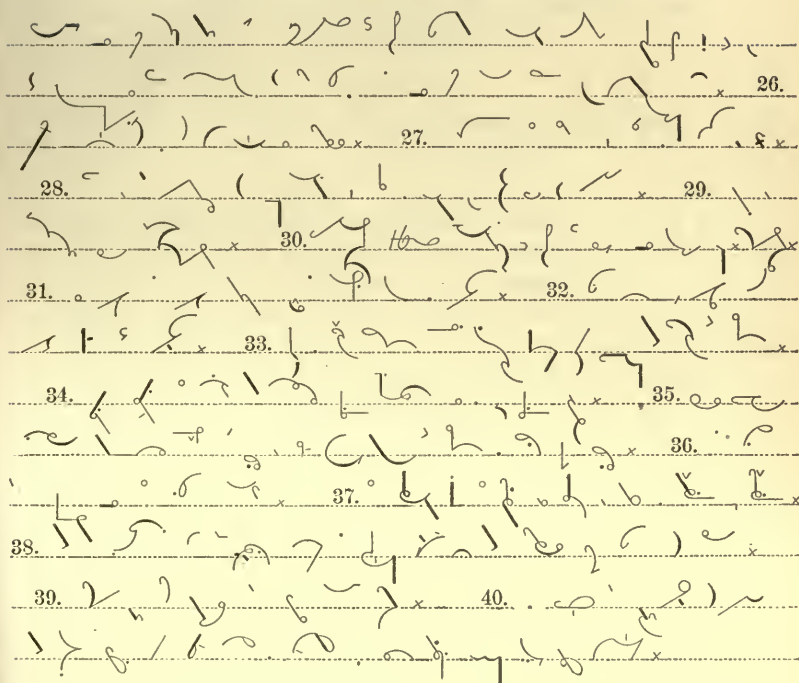


PLATE 45.

SENTENCE EXERCISE ON DOUBLE-CONSONANTS--(Continued).



LETTER PRACTISE ON DOUBLE-CONSONANT LESSON.

57. Practise the following letters as directed on page 96, paragraph 54 (see plate 46):

(No. 1.)

MR. WILBER STRONG,

35 Drexel Boulevard, Chicago, Ill.

Dear Sir:

Your favor of the 25th ult. is just received, and in reply thereto I enclose herewith vouchers for cash that I have paid for you as your

agent during the month of October. I trust that you will certify as to the correctness of these bills promptly, as I wish to close my agency here as soon as possible.

Very truly yours,

(No. 2.)

MESSRS. ROGERS & RICHARDS,
Jersey City, N. J.

Dear Sirs :

I have your favor of the 8th instant in regard to the price of apples, grapes, plums, and other fruit, and in reply I send you my latest price list. I am making a special business of choice fruit, and trust that you will send me an initial order, which I feel sure will insure future dealings between us.

Trusting to hear from you soon and favorably, I am

Yours very truly,

(No. 3.)

MR. GEORGE W. STRYKER,
Counselor-at-Law,
No. 50 Masonic Temple, Chicago, Ill.

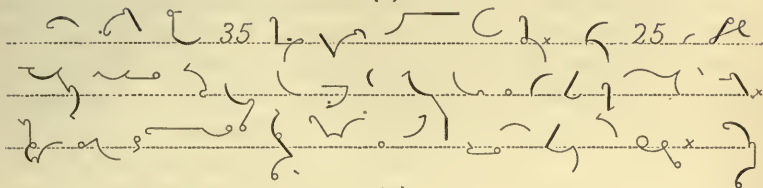
Dear Sir :

I am in receipt of your esteemed favor of Nov. 3d, and note what you say. You remarked during our talk Thursday (if I rightly remember) that the recent claim on our railroad company for damages was not only unjust, but untenable, and that if we placed the case in your hands you thought that you could win it for our people. I coincide with your views. The teamster was certainly careless, and possibly drunk ; or otherwise he must have seen the cars approaching. I know that the engineer was not going at full speed, and that he was using all proper care. The teamster is the only one to blame, and I think it is probable that if the owner of the team is made to see that he has no tenable claim, he will let the suit drop. I shall do nothing more in the case until I hear from you.

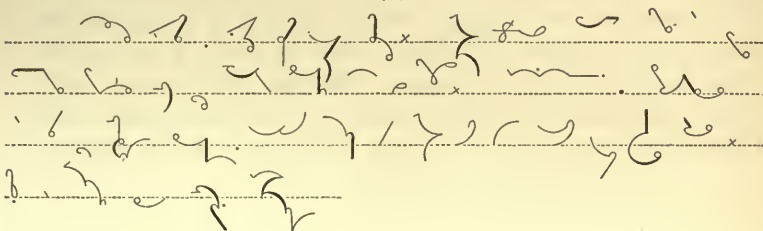
Sincerely yours,

PLATE 46.
LETTER EXERCISE ON DOUBLE CONSONANTS.

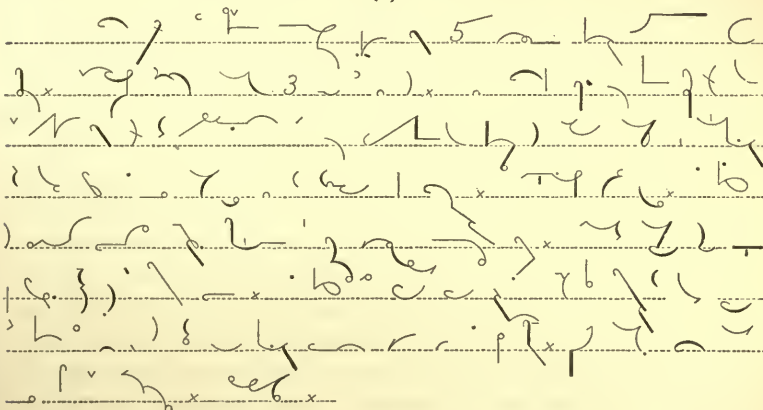
(1)



(2)



(3)



TEST EXERCISE—SENTENCES AND LETTER.

58. The following sentences and letter are unkeyed, and are specially intended to serve as a test of the student's knowledge of the preceding principles. Write for the teacher's inspection, as directed on page 53, par. 103: 1. It is no disgrace to be poor, though it is natural to endeavor to disguise the fact. 2. The vesper bells are ringing. 3. I descry the desk through the window. 4. He struck lusty blows for freedom. 5. Her eyes are lustrous. 6. The fickle girl sold her satchel and hired a bicycle. 7. The nephew of Maria Roberts peddles perfumery bottles, porous plasters, and fruit plates. 8. The idle boy passes a great deal of his time in blowing the bugle and playing the fiddle. 9. Roger Saner is a singer and a lover of music, but his wife is not musical. 10. The rumor that the vessel's armor is fractured is officially denied. 11. Major Schiller's camel is afflicted with a spinal trouble. 12. The spiral staircase leads to the steeple. 13. The soldier (soljer) hammered and battered at the dried planks until they crumbled beneath his repeated blows. 14. The sweet vesper chimes are wafted on the summer breeze. 15. The strike was traceable to an inexcusable struggle for supremacy. 16. Generous Miss Farrell humored the whim of Wilbur Lurber and allowed him to ride on the camel through the tunnel. 17. I will endeavor to decipher the cipher message which Colonel Fisher sent to the railroad officials by his messenger, if you desire me to do so. 18. He tried to defraud me, but he was frustrated by Edward, who was conversant with the business. 19. The pastor urged the compositor to stop eating pastry. 20. It is extremely rare for the stream to flood the flats, but the severe storm caused it to do so. 21. It is superfluous to say that only the superstitious place faith in witches. 22. George Hosmer and Robert Sanscrit strolled up to the pier to see a cargo of apples, reported to be unsalable. 23. Of the long period of a thousand years comprised in the limits of the Middle Ages (from the close of the fifth to the close of the fifteenth centuries), the first six centuries (from the close of the fifth to the close of the eleventh) are nearly destitute of notable occurrences, and the term

"Dark Ages" is appropriately used to designate this period. 24. Goldsmith's "Deserted Village" and Gray's "Churchyard Elegy" were read by the childish old British soldier, as he claimed, in his childhood. 25. She has a beautiful figure. 26. She is quite exclusive since her manuscript was accepted by the publishers. 27. If the trust was misplaced, he ought not to be allowed to handle the nostrum.

(No. 4.)

MR. F. M. CROUCH,
Freeport, Ind.

Dear Sir:

In reply to your favor of the 8th inst., would say that we have decided to accept your offer of four dollars per barrel for super grades of flour, and will forward your order for thirty barrels as soon as there is a sufficient supply received from the mill. This will probably be to-morrow.

Trusting that this will be satisfactory to you, we are

Yours very respectfully,

QUIZ ON DOUBLE AND TRIPLE CONSONANTS.

1. Why are the L and R-hook strokes called Double Consonants?
2. When should stems be used for L and R sounds?—write "tire," "try," "tiro."
3. Why should Shl and Zhl never stand alone?
4. What governs choice between the Lr-stroke and Lu-Ur for the "lr" syllable in such words as "tailor," "Schiller," etc.?
5. Is it necessary to *show* the R-hook in combination with the circle on *straight* stems?—why?—write "sprite," "split."
6. Name the order of sounds on a halved triple-consonant stroke (see scale).
7. When Spr immediately follows Chu or Ju, or when Skr immediately follows Tu or Du—should the R-hook be implied, or shown?—write "Chesbro" and "discourage" (diskraj).
8. How is N best expressed when immediately followed by R-hook triple-consonant strokes?—write "unsuppressed," "unstrung," "inscrutable."
9. The double-consonant strokes indicate coalescing consonants; by






what special plan may a vowel sound be made to read *between* hook and stem sounds? 10. What advantage is derived from the omission of "t" following "s"?—"n" from "trans" syllables?—"k" from triple-consonant combinations—write "trustful," "transmit," "explore" (eksplore).

CHAPTER XII.

FIRST STAGE—LENGTHENING.

PARAGRAPHS 1 TO 18.

1. This lesson is really a sequel to the Double-Consonant system, as it is devoted to the additional expression of four syllables, Pr, Tr, Kr, and Thr; also to their mated syllables, Br, Dr, Gr, and Dthr. These syllables are expressed by doubling the length of *curves*; hence the term "lengthening."

2. The difference between the Double-Consonant principle and the Lengthening principle is this: (a) When expressed by Lengthening, the syllables Pr, Tr, etc., read *after* any vowel placed after the stem. Or, to state the fact in another way: any vowel sign placed *after* the lengthened stem reads *before* the syllable added by lengthening. Lengthening therefore covers words like "leTTER"  "emBER"  "enTER"  "SenaTOR"  "anGER" ("ang-gr") ; and such words have been excluded from preceding lessons.

(b) When expressed by Double-Consonant signs, the syllables Pr, Tr, etc., read *before* any vowel sign placed after the stem. Therefore the Double-Consonant signs cover words like "ulTRa," "imBRue," "enTRy," "senTRy," "anGRy" (ang-gry); in which the Double-Consonant syllables immediately precede final-vowel sounds. Such words were properly introduced in the Double-Consonant lesson. See scale page 175.

SCALE.

- 1—In curl.
- 2—Beginning circle, or loop.
- 3—
- 4—Vowel before stem.
- 5—Stem.
- 6—L or R hook.
- 7—Vowel after stem.
- 8—Syllable added by lengthening.
- 9—Final hooks.
- 10—T or D added by halving.
- 11—Final circle or loop.
- 12—Sen curl.

3. As our language abounds in words terminating in the syllables referred to in paragraph 1, it is evident that lengthening contributes a valuable speed expedient to stenographic material. The scheme is as follows.

LENGTHENING APPLIED TO CURVES.

4. (a) Doubling the length of Ung adds the terminal syllable Kr or Gr. See plate 47, line 1, and contrast: Anger (ang-gr), angry (ang-gry); hunger (hung-gr), hungry (hung-gry); sinker (sing-kr), singer (sing-er); rancor (rang-kr), finger (fing-gr). Note that in "singer" Ung is represented by the letters "ng"; whereas in all the other words quoted the single letter "n" represents Ung.

(b) Doubling the length of Ump-b adds "r"; and as the sound of P or B already exists in the thickened Um, the Pr and Br syllables are thus provided for. See plate 47, line 2, and contrast: Ember, imbrue; timber, scamper, somber, lumber, distemper.

(c) Doubling the length of any other curve adds either Tr or Thr, or their heavy mates Dr or Dthr. See plate 47, line 3, and contrast: Psalter (salter), sultry; weather, Withrow; sunder, sundry; flatter (flatr), flattery (flatry); further (fr-thr), thither (dthi-dthr).

5. Lengthening to add Tr, etc., is confined chiefly to curved stems for the following reasons:

(a) When the sound of a *curved* stem is repeated (as in "mum") the two curves are joined at an angle; therefore, lengthening the curve to add Tr (as in "mutter") causes no conflict with the repeated consonants. See plate 47, line 4, and contrast: Mum, mutter.

(b) But the sound of a straight stem (as in "Pope") is repeated by doubling its length; therefore, it would be dangerous to indiscriminately apply lengthening to straight stems to also add Tur (as in "actor"), and the Double-Consonant signs are generally used in this connection. See plate 47, line 4, and contrast: Cook, actor.

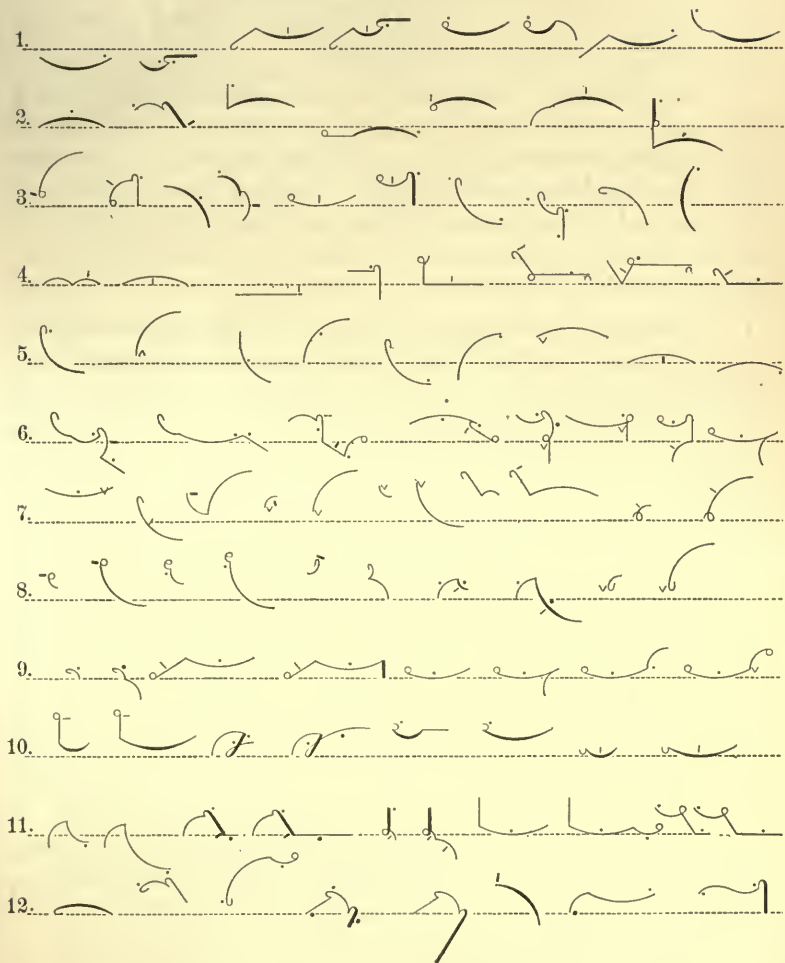
LENGTHENING APPLIED TO STRAIGHT STEMS.

6. (a) When, however, the addition of other consonants (as in "instructor") causes the outline to assume a peculiar form and thereby averts the risk of the doubling being construed as repeating the consonant, a straight stem may be lengthened to add Tur, etc. The following are useful and safe instances of the application of lengthening to straight stems (see plate 47, line 4): Instructor, prosecutor, persecutor, protector (prot-ektr). (b) The novice should use this license with much caution, and when in doubt use the Double Consonants or some other forms. The explanations and illustrations now given and to be presented hereafter should, however, enable the thoughtful student to acquire correct judgment.

POSITIONING OF LENGTHENED STROKES.

7. (a) The first half of a double-length stem is positioned as if it stood alone—the second half being treated as a distinct sign, just the same as if it were the Double-Consonant sign joined at an angle. That is to say, in the case of *non-horizontals* the first half is written above the line for the first position, on the line for the second position, and through the line for the third position. (b) The position of *horizontals* is the same for all lengths. See plate 47, line 5: Flitter, loiter; fetter, letter; flatter, latter; miter, motor, matter.

PLATE 47.
WORD EXERCISE ON LENGTHENING.



VOCALIZATION OF LENGTHENED STROKES.

8. As in the case of single and half-lengths, vowel signs are placed at the beginning, middle, or end of the lengthened stem according as the vowel is first, second, or third position.

9. Remember that lengthening cannot be used in writing a word like "sentry," which terminates in a vowel sound immediately following the double-consonant group. (See paragraph 2.) If the Sun stroke were lengthened and the sign of the final-vowel placed after the lengthened stroke the outline would read "sen-i-tr" (senator), not "sentr-y." A double-consonant stroke must be used before final vowels. See plate 47, line 3.

10. (a) An unimportant vowel sound is occasionally disregarded in order to secure a more facile outline provided by lengthening. See plate 47, line 6, and compare the two ways of writing the following words: Philanthropy (or "philantherpy"), metropolis (or "meterplis"), anthracite (or "anthercite"), central (or "centeral"). In these cases the *lengthened* forms are the more facile ones, and are sufficiently suggestive. (b) In the case of "anthracite" the circle provides no place for the vowel preceding it (see Scale), and if such vowel is deemed important the "thr" sound-group must be expressed by its Double-Consonant sign. In the other cases, the vowel following the double-consonant group may be placed before the following stem, if desired. However, a little practise will render the omission of the vowel safe in all the lengthened outlines cited.

11. **Special Vocalization.**—A vowel may be made to read between the two sounds of Tr, etc., added by lengthening, by using a circle for a dot-vowel, or striking a dash or a diphthong sign through the lengthened stroke. The result of special vocalization is the same, no matter how the Tr, etc., is expressed. (See page 158, paragraph 36.) See plate 47, line 7: entire.

GUIDE TO THE VARIOUS EXPRESSIONS OF TUR, ETC.

12. (a) Before deciding how a final "tur," "dur," etc., is to be written, the expression of the preceding consonant or consonants must be determined—that is, whether by hook, circle, halving, or by stem. (See page 149, pars. 7 and 11.) For instance, in "flatter" the coalescence of L with the preceding F requires the Double-Consonant stroke Fl, and lengthening is therefore applied to this stroke to add the following "tur." (b) But in "falter" the L-stem is required by the vowel before L, and it is therefore the L-stem which is lengthened to add the following "tur." See plate 47, line 7, and contrast: Flutter, falter. (c) That is to say, lengthening generally conforms to the preferred expression of preceding consonants.

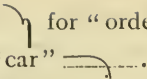

13. **Primitives and Derivatives.** — (a) Treating such words as "lighter," "fighter," etc., from the standpoint of the *spoken* word, the medial "t" may be combined with either the preceding or the following syllable without serious violence to the syllabic or primitive idea. (See page 129, par. 31). That is to say, "ligh-ter" and "figh-ter" are not seriously different from "light-er" and "fight-er." This being true, the writer should favor the division which results in the easiest shorthand combination, always preferring to represent the syllabic thought and to retain the primitive form if all the circumstances permit. Experiment will show, however, that it is impracticable to adhere rigidly to the primitive form in writing such words as "fighter" and "lighter"—the Ur-stem joining illegibly to Let or Fet. The "t" of the primitive must therefore be thrown into the second syllable as indicated by the division "ligh-ter" and "figh-ter," and the question then merely involves the expression of the "tr" syllable—whether by Double-Consonant sign or by lengthening. As lengthening produces the *least* change in the primitive, and is also the most rapid, it is adopted. This thought governs the construction of the following derivatives; see plate 47, line 7, and contrast: Light, lighter; fight, fighter; prompt (prompt), prompter (prompter); insult, insulter. (See page 160, par. 45.)

(b) This “juggling” of the *medial* consonant is an important point in every modification lesson, and should receive the pupil’s most thoughtful attention. Experiment by combining the medial consonant first with the preceding syllable, and then with the succeeding syllable, until the best shorthand form is secured.

(c) The following words further illustrate the application of the primitive and syllabic idea (see plate 47, line 8): Soft, softer; swift, swifter; short, shorter; elevate, elevator; wild, wilder; (9) freight, freighter; surrender, surrendered; center, central, centrally, centralize; (10) strong, stronger (strong-gr); legislate, legislator; wink (wingk), winker; young, younger (yung-gr); (11) laugh (laf), laughter; lubricate, lubricator; desert, deserter; tender, tenderness; inspect, inspector; (12) murder, (whimpered), wilderness; refrigerate, refrigerator; water.

14. As in the Halving lesson, so also here in the Lengthening lesson, two stems of *unequal* length should not be joined unless some peculiarity in the combination evidences the difference of length. See plate 47, line 12; Leander, meander. The joining of Lu and Un at an angle permits use of Under (lengthened Un) in outlining “Leander,” but the joining of Um and Un without an angle in outlining “Meander” requires that Dr be expressed by its double-consonant sign.

15. **Distinctions.**—(a) As Lengthening permits any one of several sound-groups to be read, the context must guide largely in reading such forms. Therefore, where experience demonstrates that the context *cannot* be relied upon, the double-consonant sign or some other form should be used. For instance, if “Walter,” “Wilder,” and “Walther” were found to conflict, doubling should be applied to the first word (lengthening preferably representing the “tr” group,) and double-consonant strokes used in outlining the other two. Careful study of the forms herein presented, aided by personal experience, will confer proper judgment.

(b) Write  for "order"; the lengthened Ur causes dangerous conflict with "car" .

16. **Nomenclature.**—The name of a lengthened stroke is formed by adding any of the sound-groups to the name of the preceding stem or stroke; viz.: Layter (up), Elter (down), Selter or Slayter; Fletter; Fretter or Further; Wenter, Welter; Ingker or Ingger; Emper or Ember; Arter, Arder, or Arthur; Sefter, Senter, Swelter, etc.

PRACTISE.

17. Practise plate 47 as directed on page 14, paragraphs 8 and 9.

18. **Test Words.**—Write the following test words for the teacher's inspection, as directed on page 21, par. 42: Meter, letter, slaughter, flutter, smatter, smother, alter, halter, unaltered, unalterable, oyster, Easter, cylinder, cylindrical, speculate, speculator, sunder, asunder, incubator, fluttered, frittered, hanker (hang-kr), hanger (hang-r), water, watery, desolate, desolater, surrender (sur-endr), winter, Walter, disorder, disorderly, disordered, meteorology, literature (litera-chur), literary, niter, excavator, wintry.

SECOND STAGE.—WORD SIGNS, PHRASES, ETC.

PARAGRAPHS 19 TO 27.

19. See plate 48, line 1: Neither-entire, no other-enter, writer, rather, longer, matter; (2) Mortar, murder, martyr, embarrass, further, holder, another.

20. **Derivatives from Word Signs.**—(Line 3) Entirely, entirety; entered, entrance, re-entered; (4) material, materially, materialize, immaterial; murdered, murderer; (5) martyrdom, unembarrassed, furthered, stockholder, officeholder, pewholder. The aspirate may be omitted from "holder" in combinations, and the stem written upward or downward as joining requires.

21. **Phrases.**—The words "there," "their," and "other" slur into preceding words in rapid speech, viz.: "If there is," heard as "ifthers"; "some other," heard as "smuthr," etc. The reporter

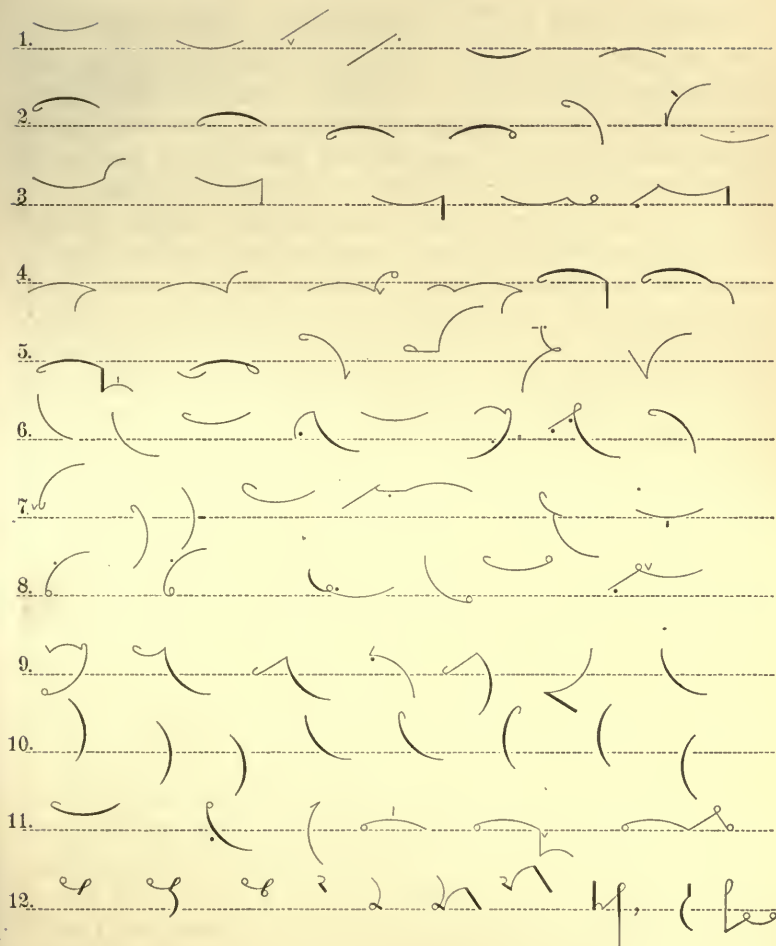
freely uses the Lengthening principle to imitate this peculiarity of speech, and finds it a very valuable and safe speed expedient. Following are presented some common and useful illustrations. In "if there-their," etc., the hyphen indicates that either of the words connected may be read, as required by the context. See plate 48, line 6: If there-their, for there-their, when there-their, leave there-their, in there-their, measure their, receive their, over there-their; (7) while there-their, through there-their, so there-their, in all their, reclaim their, fulfill their, know there-their; (8) sell there-their, swell their, have seen their, if there is, when there is, resign their; (9) I am sure there is, whenever there-their, wherever there-their, here their, whereas there-their, shall there be, have their; (10) is there-their, was there-their, as there-their, of (ov) their, of all their, with all their, the other, though there-their; (11) Near-honor there-their, save their, I think their-there, some other (smuthr), some other time, some other respects. In the preceding examples, the words "is," "as," "of" (ov), "with," and "the" are represented by their stems in order to utilize Lengthening for phrasing "their," etc.

22. Following a circle or semicircle, "there," etc., may be represented by a heavy sloping tick, viz. (see plate 48, line 12): Since there-their, since there was, since there is, what their-there, so as there-their, so as there will be, what there will be.

23. The reporter occasionally phrases "there-their" by lengthening straight stems, viz. (see plate 48, line 12): Do you reside there, did they state their reasons.

24. (a) In reading a lengthened phrase-sign, if in doubt treat it as a single-length and determine the word from that standpoint; then combine the word added by the lengthening. For example, take line 6 of plate 48: If, if there; for, for there; when, when there; leave, leave there; in, in their; measure, measure their; receive, receive their; over, over their, etc. (b) In case of "if there," "for their," "measure their," and "over their," the *first half* of the lengthened stroke indicates its position.

PLATE 48.
EXERCISE ON WORD SIGNS, PHRASES, ETC.

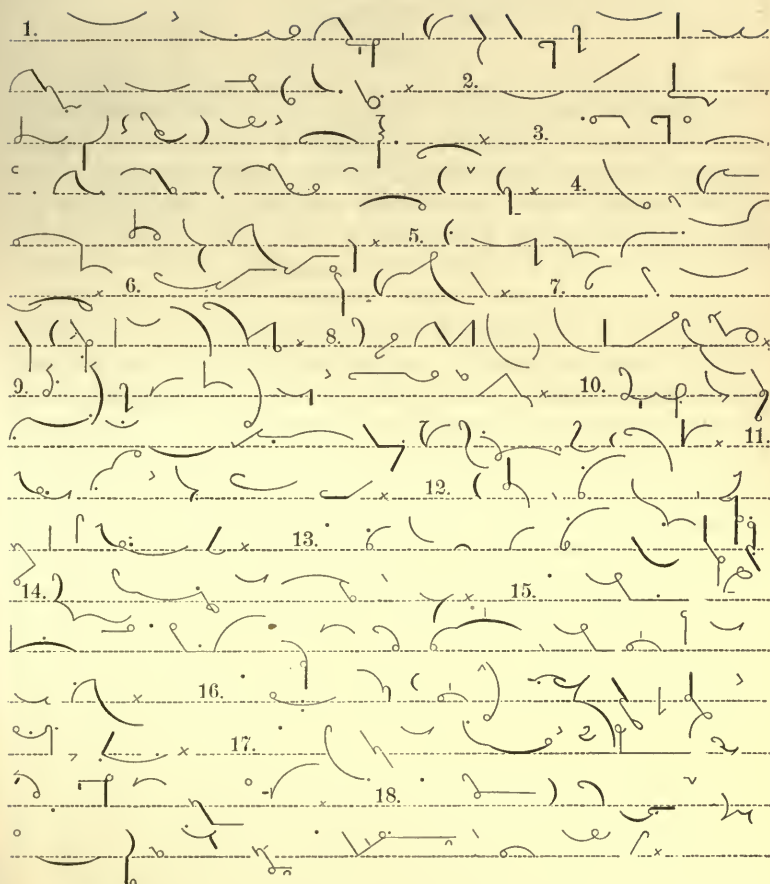


25. Practise on plate 48 as directed on page 14, paragraphs 8 and 9.

SENTENCE AND LETTER PRACTISE ON LENGTHENING.

26. Practise the following sentences as directed on page 53, paragraph 103 (see plate 49): 1. Neither of the entrances will be closed, but they will both be guarded during the entire day, and no one will be permitted to enter except those having passes. 2. Another writer declared the testimony showed that the prisoner was innocent of the murder, and that he would die a martyr. 3. The conscript greeted his mother with a loving embrace, and, thinking my presence might embarrass them, I withdrew. 4. If there is opportunity they will call some other time; it is impossible for them to leave their work to-day. 5. They entered the room looking entirely unembarrassed. 6. When their work is completed they will receive their pay. 7. While playing in their boat they upset it in water over their heads. 8. Their house will be ready for their use if their decorators fulfill their promises. 9. He says he was there during the whole time, so there is no doubt of the correctness of his report. 10. There is no necessity for the passengers lingering any longer to reclaim their baggage, and they will, therefore, resume their journey without further delay. 11. I have seen the lilies of the field in all their glory. 12. They desire to sell their farm, but I shall not decide to purchase it until I have seen their agent. 13. The sale, if made, will swell their bank deposit considerably. 14. There are many philanthropists in the metropolis of New York. 15. The inspector lost his temper because the speculator aroused him from his slumber to inspect some wheat in the new elevator. 16. The Senator ordered that some oysters and mineral water be placed at the disposal of the sentry and the janitor. 17. The fluttering paper in the fingers of the shorthand instructor frightened the horse and caused him to break his halter. 18. The prosecutor was very angry, and I ascertained that his anger was due to his inability to prosecute the persecutor of some innocent children.

PLATE 49.



27. Write the following letter as a test of knowledge of principles, and submit to instructor for criticism :

MESSRS. WALTERS, WILDER & WALTHER,
Winterset, Utah.

Dear Sirs :

We have your letter of the 15th inst., and, in reply thereto, would state that the car of shutters was shipped the latter part of August, and their failure to reach you promptly is rather mystifying. We will look into the matter immediately and have it straightened up. Did you receive the rest of the order ?

Yours very respectfully.

QUIZ ON LENGTHENING.

1. If a word terminates in a vowel sound, should a Tr, Kr, etc., syllable immediately preceding be expressed by lengthening? 2. May the Double-Consonant signs be used before final vowels? 3. What sound-groups are added to Ung by lengthening?—to Ump?—to other curves? 4. Why is it generally unsafe to lengthen straight strokes to add Tr, etc.? 5. What part of a lengthened non-horizontal stroke is placed in position? 6. How may a lengthened stroke be vocalized to cause the vowel to read between the two sounds of the Tr, Kr, etc., added by lengthening? .

CHAPTER XIII.

FIRST STAGE—FINAL HOOKS FOR F, V, AND N.

PARAGRAPHS 1 TO 16.

1. In the preceding chapters were introduced many words containing F, V, and N sounds; but they were words in which *stems* were required in order either to provide places for important vowel sounds (as “gravy,” “defy,” “deny,” etc.), or to secure good joining (as “flinch,” “reason,” “unsafe,” etc.). There occur, however, in English speech a multitude of syllables and words terminating in F, V, and N (as “grave,” “deaf,” “din,” etc.), for which sounds stems are not required either by vocalization or by joining, and such words have been reserved for this lesson. To meet these cases, Phonography provides *small final* hooks (see plate 50).

2. **N Hook.**—(a) All strokes, without exception, take the N-hook. (b) It is a small hook, turned on the *inside* of curves, and by the *right* motion on *straight* stems.

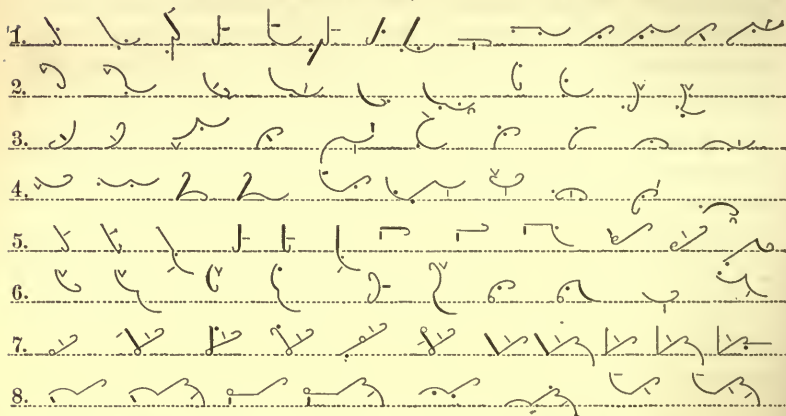
3. **F-V Hook.**—(a) Only the *straight* strokes take the F-V hook. (b) It is a small hook, and is distinguished from the N-hook by being turned by the *left* motion. (c) When following curves (as in “knife,” “sheaf,” “five,” etc.), F or V is expressed by its stem in order to avoid conflict with N.

4. (a) The final hooks read *after* any vowels placed beside the stem, and are therefore properly used in words like “fun,” “cough” (kawf), etc. (b) But if the sound of F, V, or N is immediately followed by a final vowel sound (as in “funny,” “coffee,” etc.), it should be expressed by a stem, in order to provide place for the sign of such final-vowel sound. (c) The hooks may be used in the middle of outlines (as in “provoke,” “Danish,” etc.) when combination is thereby facilitated, and the placing of vowel signs not interfered with.

5. Carefully review paragraph 4 while contrasting the following words (see plate 50, line 1): N—Pen, penny, bonnet (bonet); tone, tony, tonnage; Jane, Jenny; Cone, Kinney; rain, rainy; hone, honey; (2) iron, irony; fun, funny; van, avenue; thin, Thaney; assign (asign), assignee (asinee); (3) ocean (o-shun) usher, shiny; loan Luna, Olney, Ellen, well; men, money; (4) nine, ninny; German, Germany; foreign, farina; Winan, women, woolen: impune. F-V—(N-hook signs are associated to impress the contrast.) (5) Pun, puff, puffy; Dunn, Duff, Duffy; Gone, cough (kawf), coffee; sworn, swerve; reviewed; (6) fine, fife; thine, thief; throne, thrive; slain, slave; none, enough (enuf).

PLATE 50.

WORD EXERCISE ON F, V AND N HOOKS.



6. Explanation Concerning Outlines Covered by Paragraph 5.—(a) “Pen,” “tone,” “Jane,” “puff,” etc., are written in accordance with paragraph 4-a. (b) “Penny,” “tony,” “Jenny,” “puffy,” etc., conform to paragraph 4-b. (c) “Bonnet” and “tonnage” illustrate paragraph 4-c. (d) “Fine,” “fife,” etc., illustrate the distinction between N and F-V following curves (see paragraphs 2 and 3). (e) “Ocean” and “usher,” “Ellen” and “well,” etc., illustrate the

necessity of having but one direction for L or Sh when it is the *only stem in an outline*; otherwise there would be no distinction between the beginning and the final hooks. (*f*) The R sound is always expressed by Ru when immediately followed by F or V. The reason for this is that Ru permits of the use of the hook for final F or V (as in "swerve," line 5), while Ur does not; and Ru provides angular joining for halved F or V (as in "reviewed") while Ur does not. (*g*) Final "rn" as in "burn," is preferably expressed by Ren, because the hook occurs on the right side of the stem and therefore favors joining of following derivative signs; whereas Urn (downward) presents the hook on the *left* side, which is unfavorable to the joining of derivative signs. The following words further illustrate the Ref and Ren combinations (see plate 50, line 7): Serve, observe, deserve, preserve, reserve, subserve; burn, burner; turn, turner, turnkey; (8) mourn, mourner; scorn, scorner; marine, mariner; foreign, foreigner.

SCALE.

- 1—In curl.
- 2—Beginning circle or loop.
- 3—Small coalescent hook.
- 4—Vowel before stem.
- 5—Stem.
- 6—Initial hook—L or R, or large Wuh-hook.
- 7—Vowel after stem.
- 8—Sounds added by Lengthening.
- 9—Final hooks.
- 10—T or D added by Halving.
- 11—Final circles or loops.
- 12—Sen curl.

PRIMITIVES AND DERIVATIVES.

7. In this lesson, as in the others, the rules apply largely to primitive words. If this thought is given careful attention it will reconcile many seeming inconsistencies in shorthand outlining, and

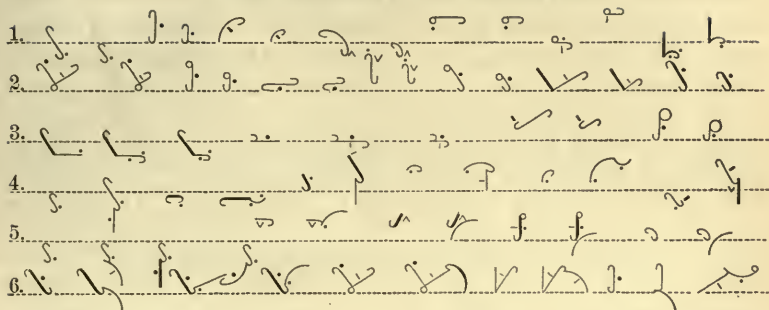
simplify the learning of Phonography—the *primitive* words being few compared with the derivatives. To impress this idea, the primitive outline is associated with the illustration of a derivative wherever profitable and practicable.

HALVING APPLIED TO FINAL-HOOK STROKES.

8. (a) *Any* final-hook stroke may be halved to add a following *coalescing* T or D—that is, where no vowel sound separates the T or D from the preceding hook-sound, as in “planned” (pland). The T or D so added reads *after* the sound of the final hook. This will be clearly understood by examining the following illustrations (see plate 51, line 1): Plan, planned (pland); train, trained; loan, loaned; frown, frowned; screen, screened; second, scoffed (skoft), dampened, demand; (2) preserve, preserved; strain, strained; crave, craved; contrive, contrived; sprain, sprained; burn, burned; brain, brained; (3) black, blacken, blackened; wake, waken, wakened; warn, warned; sustain, sustained.

9. A final-hook stroke *must not* be halved to add a *non-coalescing* T or D (that is, where a vowel sound separates the T or D from the preceding consonant, as in “granite” (gran-i-t). This is merely a new application of the old rule, that a *stem* must either immediately precede or follow an important vowel sound in order to provide for the insertion of the sign of such vowel. The following contrasted words illustrate this thought (see plate 51, line 4): Plant, planet (plan-e-t); grant, granite (gran-i-t); bent, bonnet (bon-e-t); mint, minute (min-i-t); lint, linnet (lin-e-t); approved (aprovd), provide (prov-i-d).

PLATE 51.
WORD EXERCISE ON F-V AND N HOOKS.



10. **Caution.**—(a) The *shade* of a *Hooked* stroke remains the same whatever its length. That is to say, if it is heavy when full-length, it is heavy when halved; and if light when full-length, it is light when halved. (b) In the case of halved hooked strokes, the reader must be guided by the context in deciding whether T or D is so added. The change of shade to distinguish between T and D added by halving is confined to *Unhooked* U1, Ur, Um, and Un; and these four shaded signs never take hooks of any kind.

11. (a) The final *hook* of a primitive is generally retained when the writing of derivatives happens to give F, V, or N a medial location. If the sign of the additional sound or sounds of a derivative does not join legibly, it is generally better to disjoin such derivative sign rather than reconstruct the primitive outline by changing from hook to stem. See plate 51, line 5: Plant, planter (plant-r), planted (plant-ed), plantation (plant-ashun); kind, kindly; joint, jointly; sudden, suddenly; friend, friendly; (6) brave, braver, bravery, bravely; preserve, preserver; turn, turner; train, trainer; roughness.

(b) In writing such derivatives as “gladden,” do *not* append the N-hook to Gled—the outline of the primitive word “glad”—as this would cause the N to read before the D (as in “gland”); the D added by halving reads after all final hooks. In such cases the

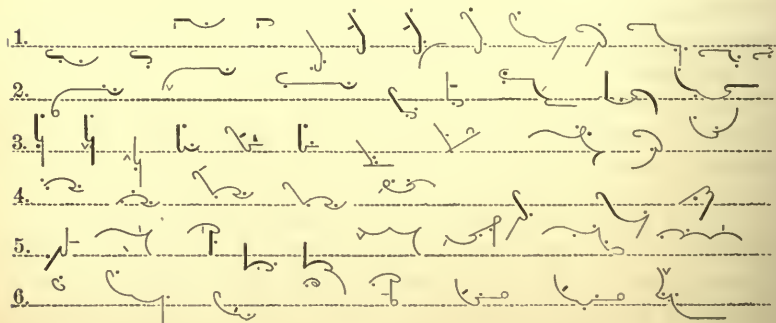
derivative sound N should be added by the Un stem. If the N-hook were used it would require the D of "glad" to be expressed by its stem (Gle-Den), which would unnecessarily change the primitive form. See plate 52, line 1, and contrast: Gladden (gladn), gland; gotten, gaunt.

12. When not influenced by the primitive word, however, the expression of medial F, V, or N is generally governed by *convenience* and *legibility* of joining; occasionally by vocalization. To illustrate:

(a) Convenience of joining requires an expression of the consonants favorable to easy and rapid combination; *legibility* requires generally an *angular* combination for signs of unequal length. The following words illustrate this thought (see plate 52, line 1): Patent, obedient (as if pronounced "obeedent"), obediently, pretend; flinch, French, crafty, cravat, craft; (2) slackened, likened, quickened, blackened, tokened, equivocal, Denver, vinegar; (3) defeat, divide, outfit, defend, provoked, defect, panic, penury, Mansfield, furnish, finish; (4) imminent, eminent, prominent, permanent, synonym (sinunim), blanch, branch, ranger; (5) tonnage, month, Monday, dampen, dampener, ninth, non-receipt, manifest, minimum.

PLATE 52.

WORD EXERCISE ON F-V AND N HOOKS.



(b) Vocalization requires stems enough to provide for the insertion of the signs of the important vowel sounds. Because, if two or more associated consonants (as “nt” in “plant,” “vd” in “proved,” etc.) are all expressed by stem-modifications, the inference is that no vowel sound intervenes—at least none the recognition of which is deemed essential to the correct translation of the outline. The following words illustrate this thought (see plate 52, line 6): Flint, flinty, fluent; mints, minutes; phonics (fon-iks), phoneticks (fo-net-iks); scientific (si-ent-ifik).

13. Explanations Concerning Certain Outlines in Plates 50, 51, and 52.

—(a) Stroke used for “r” in “burn” and “turn” (line 7 of plate 50) in order to distinguish from conflicting words “brain” and “train.” (b) Note the word “second” in line 1 of plate 51. The vowel between the “s” and “k” is disconcerting to most learners. Give this and similar words special practise until they cause no trouble. (c) “Dampened” and “demand” (line 1, plate 51) illustrate the caution in paragraph 10. (d) See “planet,” “bonnet,” and “minute,” line 4, plate 51. It is desirable to add final T or D by Halving; but Halving could not be used in these outlines, as it would bring together two strokes of unequal length without an angle (see paragraphs 9 and 12). (e) Have no timidity in writing a formative Ur after an F-V hook in outlining such words as “braver” (see plate 51, line 6). This caters to the mental impulse to build on primitives; and if, as there is some likelihood, the hook inadvertently appears as a *beginning* one on the second stroke instead of a *final* one on the first, the result is not seriously affected. It is merely a change in syllabication from “brav-er” to “bra-vr.” Investigate this point. (f) The rule to express coalescing “nd” by the N-hook and Halving (as in case of “blackened” in line 2, plate 52), could not be applied to the first three words in the same line, on account of the absence of angle between the two stems preceding the “nd.” (g) The last three outlines in line 2 of plate 52, illustrate the rule that all groups yield to

the Double-Consonant combinations. (*h*) In writing "panic" and "penury" (line 3 of plate 52), the Pu and Ru should be made nearly horizontal in order to make a clean joining with the hook, the latter being made as small as possible. Attention to these little details make the skilled, polished reporter. (*i*) Either Shu or Ush represents the "ish" syllable after final hooks, the direction being adopted which suits the hook joining. See last two outlines in line 3, plate 52. (*j*) In the first five outlines in line 4 of plate 52, the hook provides an angular joining for the preceding and the following stems. Try the division "emi-nent," etc., and contrast the outlines. (*k*) See "blanche" and "branch," line 4 of plate 52. The object in using the N-hook in one word and the Un-stem in the other is to *oppose* the initial-hook motions, and thus preserve the straightness of the intermediate Bu-stem. This idea has a marked influence on the next lesson.

14. Nomenclature.—Pu with the N-hook is called "Pen"; with the F-V hook it is called Pef-v (meaning that the stroke is called either Pef or Pev); halved Pef-v and Pen are called Peft-vd, Pent-d, etc. Extending this nomenclature to the other phonographic stems, the following names result: Ben, Bef-v, Ten, Tef-v, Den, Def-v, Chen, Chef-v, Jen, Jef-v, Ken, Kef-v, Gen, Gef-v, Ren, Ref-v, Hen, Hef-v, Fen, Ven, Then, Dthen, Esen (Iss-circle on the Un-stem produces "Sen"). Carefully distinguish between these last two names. "Esen" indicates a beginning-vowel word, like "assign," while "Sen" indicates a beginning-consonant word, like "sign." Ishen (down), Shun (up), Urn (down), contrast with Ren (up), Ulen (down), Len (up), Men, Nen, Umpen, Yayn, Wayn (contrast with the coalescent-hook sign, Wen). With beginning circles and hooks combined, the strokes are called: Splen, Splent, Spren, Sprent, Spen, Spent, Stref-v, Strevd, Wernt-d, Kwen, Kwef-v, Kwent-d, Kweft, Twen, Twef-v, Stren, Strent-d, Skren, Skrent-d, Lends, etc. The pupil should become skilled in the use of the nomenclature; it is the connecting link between the spoken word and the shorthand sign. Write the phonographic signs of the names presented in this paragraph for your instructor's inspection.

15. Carefully practise the outlines in plates 50, 51, and 52, as directed on page 14, paragraphs 8 and 9.

TEST WORDS.

16. For the inspection of the teacher, write the following words as directed on page 21, paragraph 42: Bluff, bluffed; explain ('splain—K omitted), explained ('splained), explanation; contrive, contrived, contrivance; chaff, chaffed (chaft); chafe, chafed (chafet); drive, drift, draft-draught; gave, gift; gain, gained; rave, raved; rain, rained; earn, earned; sworn, swerved; fine, fined; discount, discounted; glean, gleaned, gleaner; reckon, reckoned; cliff, cleft; clean, cleaned; client, positive, festive; abstain, abstained; Boston, Spain, Spanish, spanned; loan, loaned, Leonard (Lenurd); dine, dined; dive, dived; queen; recline, reclined; decline, declined; engrave, engraved, engraver; Nathan, extent (ekstent); instant, instantly; distaff, sensitive; sign, assign, assignee; tone, tough, taffy; swoon; refrain, refrained; shun, shunned; swollen, Ellen's, swell, interchange; nun-none, nunnery; punished; vanish, vanished; renown; impune, impuned; dampen, demand; front, friend, friendly; shrined, authentic (authent-ik), constrained, distant, consistent, wool-len; twine, twined; chieftain, disprove, Japan, cogency, toughness, David; divide, divided; defeat, provoked; prevent, prevented; refund, refunded; recovery, discovery; Monroe; mean, meaner; clean, cleaner, cleanly; monograph (monograf); seven, Heaven; resonant, elephant (elefant); component, lament; champagne (shampane), identify (ident-ify), definite, bunt, bonnet, proofs, profess.

SECOND STAGE—FINAL HOOKS COMBINED WITH CIRCLES AND LOOPS.

PARAGRAPHS 17 TO 25.

17. (a) The *N-hook* on isolated *straight* strokes need not be *shown* in connection with circles and loops (as in "dance," "dances," "danced"). The *simple* circles and loops on straight stems are turned by the Left motion (as in "days," etc.), and the logical infer-

ence is that, when turned on straight strokes by the Right motion, they include the Right-motion hook—N.

(*b*) In all other cases (aside from the N-hook side of straight stems) the hooks must be shown, in order to avoid conflict with the simple circle. See plate 53 and contrast (line 1): Paves, pace, pains; graves, grace, grains; raves, race, rains; strives, strays, strains; (2) dances, doses, danced (danst); chances, chooses, chanced (chanst); rinses, rinsed (rinst), wrist (rist); fines, fees; frowns, affrays; (3) nuns, mines, zones, loans, thrones, woollens, women's, shrines.

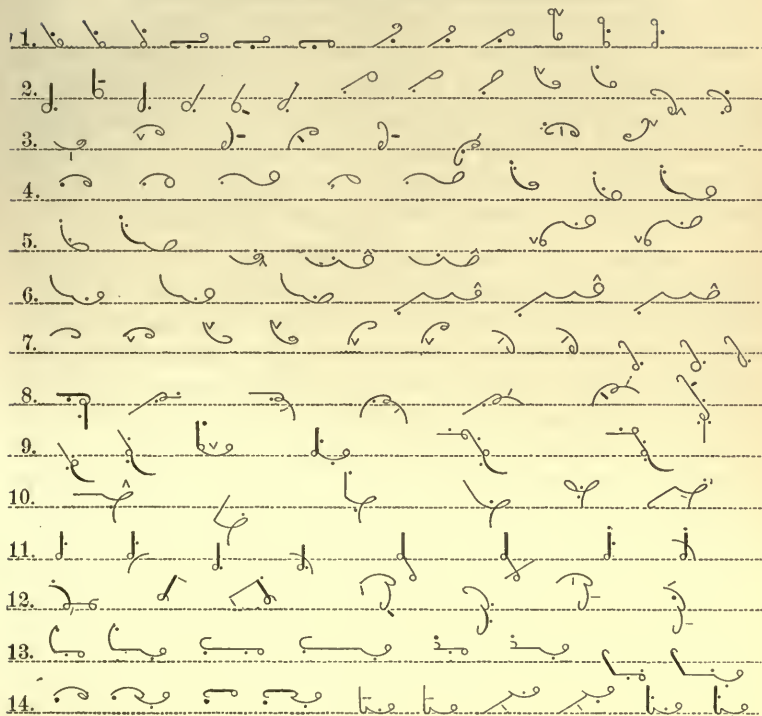
18. **Nomenclature.**—(*a*) The strokes combining hooks and circles, etc., are called: Pens, Penses, Penst, Penstr, Pefs-Pevs; Tens, Tenses, Stenses, Strens, Strefs-Strevs; Dens, Denses, Denst; Defs-Devs; Chens, Chenses, Chenst, Chefs-Chevs; Sprens, Splens, Skrens, Rens, Refs-Revs, Hens, Hefs-Hevs, Fens, Vens, Thens, Esens, Shens, Lens, Mens, Nens, Uens, Yayns, Wayns, Frens, Flens; Klens, Klenses, Klenst; Bents-Bends, Fents-Fends, Grents-Grends, Ments-Mends, Kents-Kends, Blents-Blends, Frents-Frends, etc. Write the shorthand signs for these names for the teacher's inspection.

(*b*) The circles and loops used to imply N on straight stems may be separately referred to as Ens-circle, Enses-circle, Enst-loop, Enstr-loop. This will serve to distinguish them from the Un-stem combinations, which are called Uns, Unses, Unst, Unstr.

19. (*a*) Only the *small* circle can be legibly written *within* the hooks. (*b*) Therefore, when N-ses, N-st, or N-str sound groups immediately follow a curved stem (as in "fe-NCES," "fe-NCED"—fenst, "fi-MASTER"), the N-sound must be expressed by its *stem* in order to provide place for the large circle and the loops. If attempt were made to use the N-hook in these combinations, conflict with the *simple* circles and loops would result. See plate 53 and contrast (line 4): Means, misses, minces; mist, minced (minst); convenes confesses, convinces; (5) confessed (confest), convinced (convinst); nouns, announces, announced; silences, silenced.

PLATE 53.

FINAL HOOKS COMBINED WITH CIRCLES AND LOOPS.



20. (a) Primitive verbs (as "convince") which terminate in "ns" generally have derivatives ending in "nses" and "nst." Though in such *primitive* words the N-hook and circle *may* be used, still it is better to adopt the Un-stem in order to pave the way for the easy construction of the derivatives. This will avoid hesitation in the heat of dictation, which will inevitably ensue from the reconstruction of the Ns-hook in the primitive to the required Nses-stem in the derivatives. See plate 53, line 6, for illustrations: Fence, fences, fenced (fenst); renounce, renounces, renounced (renounst). (b)

This rule does not apply to primitives ending in N (as in "mine," "fine," etc.), as such words never have derivatives ending in Nses or Nst. Such words are properly written with the circle inside of the N-hook. (c) Neither does it apply to cases where Nses or Nst follows a straight-stem (as in "chances" and "chanced"); for, as explained in paragraph 5, where the N-hook is to be covered up, it is just as legible to cover it with a *large* circle or the loops as with the *small* circle. See plate 53, line 7: Mine, mines; fine, fines; line, lines; earn, earns; prance, prances, pranced (pranst).

21. **Medial "Ns."**—The following words illustrate the circle and hook combinations in the *middle* of outlines (see plate 53, line 8): Gainsaid, ransacked, cancer, lancer, ransom, lonesome, propensity; (line 9) contrast: Passive, pensive; designs, denseness; expressive, expensive. (a) In "passive," "designs," and "expressive" the circle between the straight and the curved stems is turned with the curve, and therefore represents simple sounds of S, etc. But in "pensive," etc., the circle is turned on the back of the curve and must therefore be considered as including a hook on the preceding straight stroke. (b) When, between crossing strokes, N cannot be thus implied by violation of circle rule, either the Un-stem should be used or the stem following the Ens-circle be disjoined. See plate 53, line 10: Council, Chancel, tinsel, pencil, stencil, Hansel. (c) When the primitive word ends in an Ens-circle, it is better to disjoin a following formative sign of a derivative rather than reconstruct the primitive outline. See line 11: Dense, densely; dance, dancer; dispense, dispensary; condense, condenser.

22. (a) When "nsn" follows a *straight*-stem it is best expressed by the Ens-circle followed by the N-curl. See plate 53, line 12: Wisconsin, Johnson, Robinson. (b) But when "Nsn" follows a *curved* stem, it is best expressed by the N-hook followed by the Esn-stem. See line 12: Monsoon, Franzen, Munson, Aaronson.

23. **"Ens" and "Ness" Syllables Distinguished.**—(a) The final "Ness" syllable should always be written with the Nes-stem (Un

and final circle). When practicable, "ens" should be written with the Ens-circle. See plate 53, line 13, and contrast: Thickens, thickens; quickens, quickness; weakens, weakness; blackens, blackness; (line 14) means, meanness; greens, greenness. (b) Where the joining requires that the *Un-stem* be used for Ens-syllables, then distinction must be secured by inserting the vowels if necessary. See line 14, and contrast: Toughens, toughness; roughens, roughness; deafens, deafness.

24. Practise plate 53 as directed on page 14, paragraphs 8 and 9.

WRITING EXERCISE.

25. For the teacher's inspection, write the following words as directed on page 21, paragraph 42: Trance, trances, joins, paves, stains, stuffs, cliffs, cleans, spins, guns, gloves, chains, dives, dines, advise, raves, rains, hives, hiss, hones, expenses, dispenses, insistence, instances, recompensed, recompenses, prance, France, plainness, Kansas, cuffs, preference, preferences, complaints, ransomed, counsel, provinces, contrivances, response, responses, eminences, silences, renounces, renounced, convince, convinced, convince, warns, women's, shines, photographs, compliments, brains, burns, Spencer, ransacked, dancer, density, condense, condenses, condensed, mince, mincingly, minces, minced, shun, shuns, confine, confines.

THIRD STAGE—CONSONANT OMISSIONS, ETC.

PARAGRAPHS 26 TO 35.

26. **Omit Aspirate.**—See plate 54, line 1: Comprehensive, comprehend, apprehend, reprehend, manhood, buttonhole, hogshhead. The opposing curve motions resulting from combining Pur and En, together with the shading of End, render the outlines for "comprehend," etc., perfectly distinctive.

27. **Omit Final "Shl" Syllable after an N-hook Primitive.**—See plate 54, line 2: Presidential, providential, prudential, substantial, credential, deferential, confidential. The same rule applies to the adverb forms "substantially," "confidentially," etc.

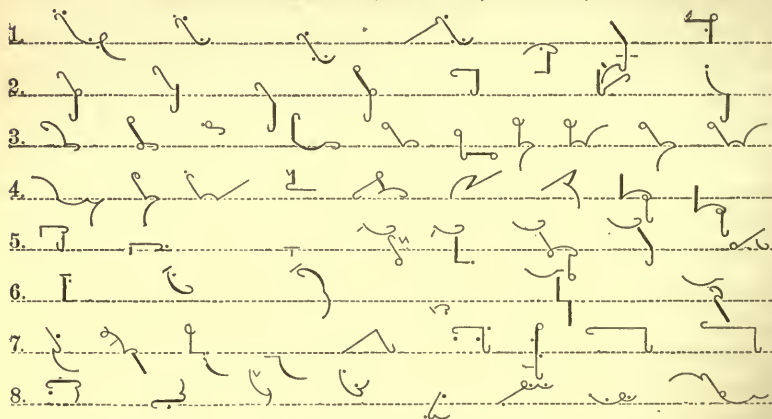
28. **Omit "Wu" Coalescent.**—See line 3: Frequent (frekent), subsequent, consequent, delinquent.

29. **Omit K.**—See line 3: Experiment, extravagance.

30. **Omit N, to Favor Combination.**—(a) See line 3: Instrumental (instrume'tal), instrumentally; experimental, experimentally; (4) ornamental, supplemental, complimentary, identical, husbandmen, legendary, rejoinder. (b) Also omit N from all "trans" prefix syllables, as instructed in the Double-Consonant lesson. It is because the Ens-circle cannot ordinarily be used between crossing stems, and because the Un-stem presents a difficult combination, that the N-sound is omitted from the expression of "trans" in writing such words as "transact," "translate," etc.

PLATE 54.

CONSONANT OMISSIONS, PREFIXES, SUFFIXES, ETC.



31. **Omit R.**—See line 4: Demonstrative (demonstative), administrative.

PREFIXES AND SUFFIXES.

32. **Prefixes.**—(a) "Concom." Write Ken for initial "con," and imply the following "com" syllable. See plate 54, line 5, for illustration of "concomitant."

(b) Ken (not the “con”-dot) also should be used in writing “connect,” in order to distinguish from words like “cut,” etc.; see line 5: Connect, cut.

(c) “Non-com” or “non-con,” as in “non-compliance,” “non-condensing,” etc. Imply the medial “com” or “con” by writing the Nen stroke over the remainder of the outline; see line 5: Non-compliance, non-conducting, *non compos mentis*, non-combatant.

(d) “Circum,” as in “circumscribe.” Write Iss-Ray for “cir,” and imply the following “cum” in analogy with the “con” and “com” syllables. See line 5: circumvent.

(e) “Contra,” “contro,” or “counter” may be expressed by a tick, written disjoined and at a right angle with the associated stroke. The tick is joined by Ketoid to a preceding En stem to express “uncontra,” etc. See line 6: Contradict, contravene, controversy, countermand, uncontradicted, incontrovertible.

33. **Suffixes.**—(a) “Ble” and “ful” syllables may be expressed by the Bu and Uf stems if it is found inconvenient to show the L-hook. See plate 54, line 7: Painful, insurmountable. If it is preferred to write the L, then the Stem must be used—for instance, Ul in “painful,” and Lu in “painfully.” The average writer will find this unnecessary.

(b) “Tive.” When the T of this syllable is embodied in the primitive word (as in “instruct-ive”), add the remaining V by its stem. After straight-stem contractions (as “represent,” Ru-Pu) “tive” may be represented by the V-hook. In other cases it is generally best to use the full expression—the Tév-stroke. See plate 54, line 7: Instructive, active, representative, creative, sedative, corrective, collective.

(c) The “est” syllable, when occurring after final-hook primitives, is expressed by Est (halved Us)—written either upward or downward as required by the joining. See plate 54, line 8: Greenest, gravest, finest (contrast “finished”).

(d) “Ment.” When the Right-motion Um joins badly, omit it

and represent the syllable by the sign of its remaining sounds ("ent"), which turns by the Left motion. See plate 54, line 8: Achievement, resentment, commencement, imprisonment.

34. Practise plate 54 as directed on page 14, paragraphs 8 and 9. These are important representative words, and should be memorized so that they can be written without hesitation.

WRITING EXERCISE.

35. For the teacher's inspection, write the following words as directed on page 21, paragraph 42. This test covers paragraphs 26 to 35: Comprehend, apprehensive, apprehended, misapprehended, reprehensive; unsubstantial, infrequent, frequently (Lu can be joined if the N-hook is made to resemble a Tetoid tik); consequence, delinquency, consequently; experimented, experimentation (Spur-Ment-Ushn); extravagances, extravagantly; husbandry, translate, transpose, transacted; connected, disconnected; non-conducting, non-combatant, non-concurrence; circumnavigate, circumvent, circumflex; contradicted, controversy; countersign, counter-claim, counterplot, contravene, countermarch, counterfeit, uncounterfeited; thoughtful; renewable, attainable (Ten-Bu), tenable (Tu-Un-Bul); fearful, thankful, spoonful; questionable (Quays-Chen-Bu); manfully; receptive, respective, deceptive, positive, restive, recitative (Rus-Tu-Tev), sedative, executive (Egz-Ekt-Uv), legislative, demonstrative, administrative, subjective, collective; toughest, meanest, greenest, vainest; vanished; commencement, pavement, refinement, imprisonment.


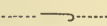






















































FOURTH STAGE—WORD SIGNS, COMPOUND WORDS, PHRASES, ETC.

PARAGRAPHS 36 TO 40.

36. In the list of word signs (plate 55) are included a few full forms, introduced for purpose of contrast. They are inclosed in parentheses.

37. **Derivatives from Word Signs.**—Write the following for the teacher's inspection: Approval (apro-vl), approver, approvingly (ingly-

FINAL-HOOK WORD SIGNS, CONTRACTIONS, ETC.

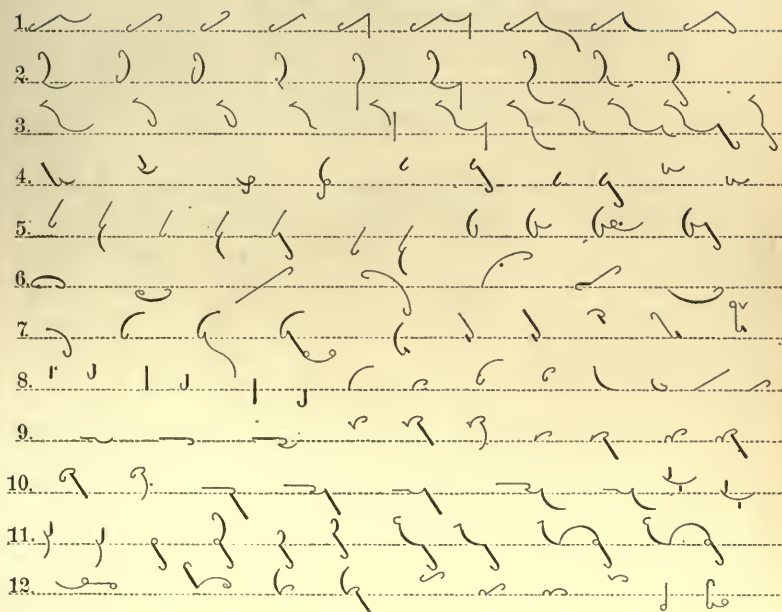
Before		Can		Opinion	
(Above)		Gone		Upon	
Prof.		Again		Careful-ly	
Prove		Gallon		Cheerful-ly	
(Approve)		Often		Hopeful-ly	
Balance		(Even)		Representative	
Believe		Within		Demonstrative	
Belief		Then		Administrative	
Behind		Than		Intelligent	
Remembrance		Southern		(Indulgent)	
Defendant		Arrive		Intelligence	
Differ-ent-ence		(Leave)		(Indulgence)	
Plaintiff		Experience		Indispensable-y	
Difficult-y		Inexperience		Amount	
Whatever		Appearance		Account	
Whichever		Agent		Movement	
Whoever		Begin		Circumstance	
Gentleman		Begun		Alone	
Gentlemen		Began			
Explain					
Been					

tick), approved, reproved; balances, balanced (balanst), unbalanced; inexperienced, experience; beginner; believer, disbelieve; explanatory, explainable; arrival (join Lu), non-arrival; generalize (write Lus disjoined), generalized; Southerner (Suth'ner); oftener (ofner) oftenest (ofnst); opinionated, gentlemanlike (disjoin Lu-Ku); circumstanced, circumstantial.

38. **F=V Hook on Curves.**—For the purpose of phrasing “have” and “of,” and expressing suffix syllables “ful” and “fully,” F-V may be written on curves by a hook made long and narrow to distinguish it from the N-hook. It should be restricted to the cases specified, and *not* used indiscriminately to express the sound of F or V in words like “love,” “fife,” etc. This hook will be illustrated in connection with subsequent paragraphs.

39. **Compound Words.**—The following words are formed by using word-signs as syllable signs. (See Chap. 6, par. 19.) When “of” and “on” occur as syllables of words, they are expressed by their consonant sounds—the V and N hooks being used for the purpose. In this way conflict is avoided with “to,” which is compounded by joining the vowel sign Petoid. (In compounding “of” with curved stems, be sure to make the V-hook long and narrow in order to avoid conflict with the N-hook, which should be made very small.) Some of these compounds have been presented in other lessons, but they are here reproduced and associated with the compounds of this lesson in order that the pupil may have the mnemonic assistance which this comparison affords. See plate 56, line 1: Wherein, whereon, whereof, whereto, whereat, whereunto, wherefore, wherever, whereupon; (2) therein, thereon, thereof, thereto, thereat, thereunto, therefore, thereafter, thereupon; (3) Herein, hereon, hereof, hereto, hereat, hereunto, heretofore, hereafter, hereinafter, hereinbefore, hereupon; (4) beforehand, behindhand, understand, withstand.

PLATE 56.
COMPOUND WORDS AND PHRASES.



40. **Phrases.**—(a) The F-V hook is used on either stems or dash signs to phrase “of,” “if,” or “have.” See plate 56, line 4: Ought (to) have, ought (to) have been, who have, who have been, or if-have not, but if-have not; (line 5) each of, each of them, which of-have, which of them, which have been, much of, much of them, they have, they have not, they have not seen, they have not been. In the preceding phrases, the words in parentheses are not considered necessary to legibility; their shorthand signs are therefore omitted.

(b) “Than” and “own” are slurred into an N sound in such phrases as “more than” (more’n), “our own” (our’n), etc., and in such cases are appropriately represented by the N-hook. See line 6: More than (more’n), sooner than (sooner’n), rather than (rather’n),

further than (further'n), later than (later'n), greater than (greater'n), longer than (longer'n; (line 7) our own (our'n), your own* (your'n), your own affair, your own business.

(c) A heavy slanting tick may be attached to a final hook to indicate the phrasing of "there-their." See plate 56, line 7: Than there-their, upon their, been there-their, mind their, prove their, strive their.

(d) "Not."—Where a preceding word is represented by a full-length stem without final hook (as "do," etc.), "not" may be phrased by the N-hook and halving; also in a few cases by the simple N-hook. In other cases "not" is phrased by means of its regular word sign (Net). See plate 56, line 8, and contrast: Did, did not; do, do not; had, had not; will, will not; we will, we will not; have, have not; are, are not; (line 9) could, could not; can, cannot.

(e) **Miscellaneous Phrases.**—(Plate 56, line 9): I will not, I will not be, I will not say, he will not, he will not be, you will not, you will not be; (line 10) we will not be, we will not say, can be, cannot be, could not be, cannot have, could not have, did not know, do not know; (11) did not say, do not say, has been, there has been, there would (have) been (there'd been), there ought (to have) been (thereawt been), we have been, I have been, I have always been, we have always been; (12) in consequence (in 'skens), by all means, they will not, they will not be, we are not, you are not, you may not, I am-may not, at once, at all events (atlev-ents).

41. The compounds and phrases presented in plate 56 are very important parts of speech, and should be practised until they can be written as readily as any ordinary word. Practise with them as directed on page 21, paragraph 42.

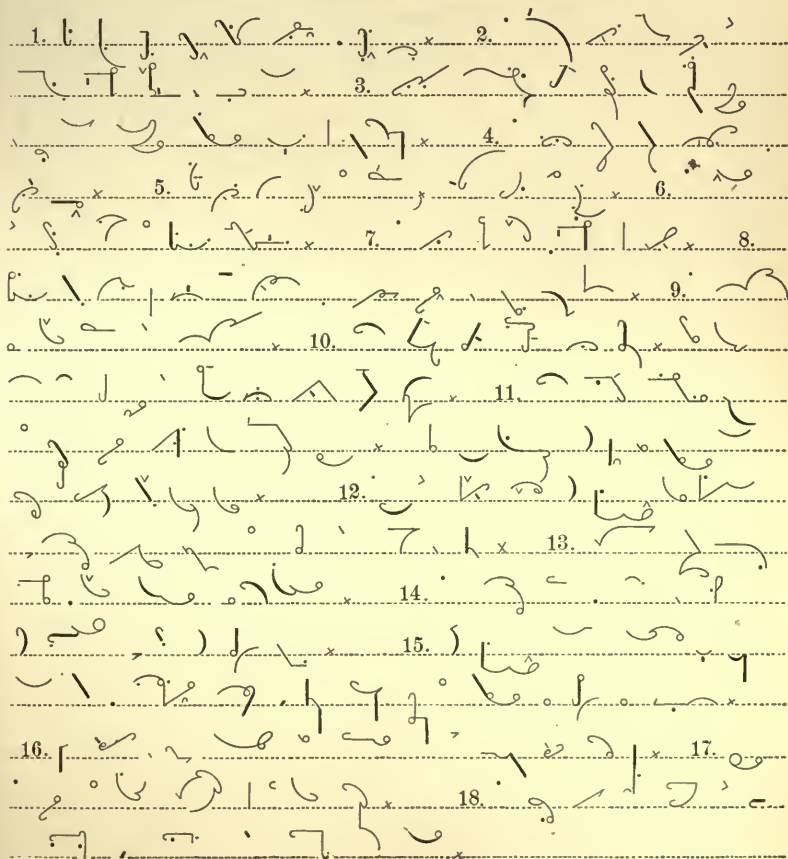
* These are natural combinations in speech; and as Phonography reflects speech, the reporter will not go astray if he imitates these spoken combinations by phonographic signs. But do not resort to unnatural methods. That is, for instance, do not apply the idea to such combinations as "they own"; confusion and discouragement would surely result from such practise. As a rule, phrase only words that naturally blend together. Of course, in each field the writer will encounter peculiar word-combinations, the frequency of the occurrence of which will entitle them to special signs, and the expression of which must be left to individual judgment; but these are phrases of convenience, and do not invalidate the rule laid down. Use the En-stem in writing "my own," in order to distinguish from "mine."

SENTENCE AND LETTER PRACTISE ON FINAL HOOKS.

42. Plates 57 and 58 furnish sentence and letter practise on the Final Hook lesson. Practise them as directed on page 53, paragraph 103.

PLATE 57.

SENTENCE PRACTICE ON F, F AND N HOOKS.



SENTENCE PRACTISE ON F-V AND N-HOOKS.

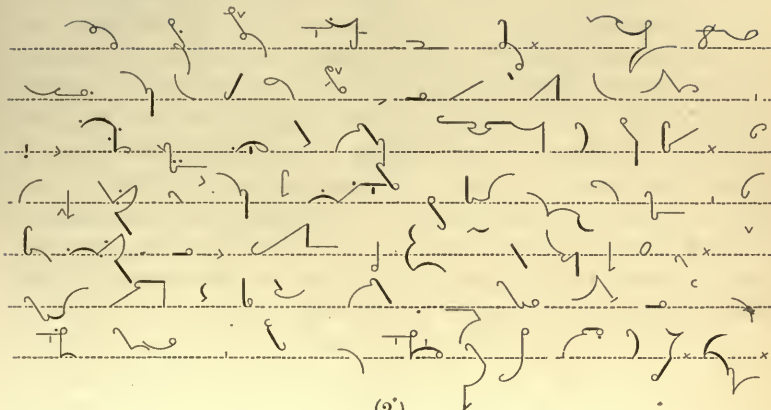
(SEE PLATE 57.)

1. Dave Duffy and Dan Brown bravely rescued a drowning man. 2. The water running off the roof of the café caused the sidewalk to cave in. 3. Henry Mansfield and John Spencer have considerable assurance to start in the insurance business, knowing it to be overcrowded. 4. The women purchased both muslin and woolen gowns. 5. Ethan Allen will assign his stock; Walter Shayne is the assignee. 6. The noise of the planing mill is deafening and provoking. 7. The rain wet the iron and caused it to rust. 8. Stephen, being left at home, got lonesome and ransacked the house to pass away the time. 9. The milliner has a fine stock of millinery. 10. Mr. Jonathan Jones, Clinton, Maine. Dear Sir: Please forward me immediately ten yards of strong hempen rope, and oblige yours truly. 11. Mr. Capon expects to have his brown-stone house ready for occupancy soon. Its long vacancy was due to his absence in France, where he was buying fancy fans. 12. The owner of the Tyrone mines was denounced for his tyranny, and the miners refused to permit his trains of coal to depart. 13. I like the Pullman car because it is a fine conveyance and has every convenience. 14. The miners called a meeting to state their grievances, and the building was densely packed. 15. He was denounced in an anonymous note handed in by a mysterious messenger, who departed, when he had transacted his business, as suddenly as he came. 16. He had sworn to protect the interests of his clients and he could not be swerved from his duty. 17. As soon as the house is finished I will furnish it with fine furniture (Furn-Tee-Ar). 18. The stars are the creation of the great Creator, who created all creative things.

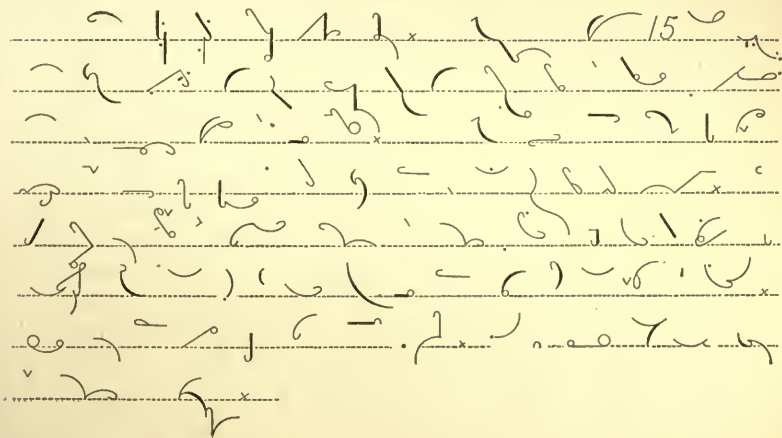
PLATE 58.

LETTER PRACTICE ON F, V & N HOOKS.

(1.)



(2.)



(1—See plate 58.)

MESSRS. SPENCER & SPICER,
Covington, Ky.

Dear Sirs :

I am in receipt of your letter of the 8th inst. enclosing order for general store supplies, and the goods are all ready for shipment ; but owing to the impediment to traffic imposed by the labor troubles, we can not guarantee their speedy delivery. We will not lay out the perishable part of the order until the embargo has been definitely removed from traffic ; but we will deliver the imperishable goods to the railroad company at once, that they may be on hand to be forwarded at the first opportunity. I profoundly regret that the differences between labor and capital prevent us shipping the goods with our accustomed promptness, but we believe our customers appreciate the situation and will grant us their indulgence.

Yours very truly,

(2—See plate 58.)

MR. DAVID BENNETT,
Providence, R. I.

Dear Sir :

I have before me your letter of the 15th inst., notifying me that you have re-opened your establishment one door above your previous place of business, and requesting me to examine your list of goods and prices. I have carefully gone over the different lines you mentioned, and I can truthfully advance the opinion that they are equal to any so far placed upon the market. We generally purchase our supplies of the well-known firm of Raymond & Flynn, and do not often buy elsewhere, but have no hesitancy whatever in saying that none of their goods equal yours, either in style or finish. As soon as our stock runs down, we will give you a trial.

Wishing you success in your new venture, I remain

Yours very truly,

F, V, AND N-HOOK LESSON.

43. The following sentences are intended to be used as tests. The instructor may require pupils to write as few or as many as deemed advisable: 1. His conduct is explainable on only one hypothesis—that of insanity. 2. I asked him to explain, and he sent me an explanatory letter. 3. I had deemed it unexplainable. 4. Inexperienced and ignorant men cannot compete with experienced and intelligent ones. 5. His task is different from mine and more difficult. 6. The agent acted gently, dressed genteelly, and in general had a gentlemanly appearance. 7. He was a very gentle man, a genteel man, and a gentleman. 8. It thundered terribly and caused much trouble with the cream. 9. On demand of the inventor, a friendly agent ventured to take an inventory of the dampened instruments. 10. I will grant the land and furnish granite for the foundations if the grantee will guarantee to build thereon. 11. They are opinionated and impertinent, and it is important that they should be restrained from offending those with whom they have intercourse. 12. I could not proceed because an accident to the saddle unsaddled me. After mending the saddle I meant to remount and continue the ascent, but the impending storm made me apprehend a wetting, which would make my father rampant. I, therefore, abandoned the idea, being convinced that I would have abundant time on the morrow to test the alleged impenetrability of the mountain fastnesses. I determined to penetrate the luxuriantly wooded hills, provided the elements and the natural surroundings permitted. 13. It is reserved for the venturesome to experiment and render the apparently incomprehensible comprehensible. 14. I lament that my knowledge is exclusively elementary. 15. Upon my arrival they suddenly departed. 16. On or before the above-mentioned date, I promise to pay to Professor John Jones, at Kansas City, the amount of \$30, being part payment of my account. 17. To prove that I approve his course, I intend to admit him to a partnership in my twine manufactory. Although at present he has no experience, I feel confident that his energy will soon place him in the front rank of my most experienced

men. 18. I do not think that he meant that he did not want to come, but rather that he did not have the time to spare. He said that he had not been out of town this year. 19. I am behindhand in figuring up the accounts, but my remembrance is that your amount is \$3000. 20. I hope to have matters arranged at once, and under the circumstances I deem it indispensable that my representative call upon you this afternoon or to-morrow forenoon. 21. It is my opinion that, if the venture is carefully managed by intelligent and honest men, it cannot fail of success; at all events, I have subscribed for stock in the concern. 22. I believe there are only a few remaining in the southern part of the city. 23. I have written them again (and) again during the last month that we will not sell oil by the gallon, but they persist in sending in their orders, even accompanying the same with money, and often with remonstrances against our manner of doing business. 24. You may take whichever horse you wish and do whatever you please with it. 25. The Northwestern Railroad considers the differential rates detrimental to their interests. 26. If it were not that we are not alone I should be happy to explain matters to you. 27. You said that you were not going, and we are not able to understand why you subsequently changed your mind. 28. Every one had a cheerful appearance. 29. Neither the plaintiff nor the defendant was present, and the case was, therefore, dismissed. 30. Whoever sees him should warn him that there is a movement on foot to accomplish his overthrow. 31. He was a man of great administrative ability, but not very demonstrative in his ways. 32. I could not have gone even if I had been invited. 33. He was an intelligent man and an indulgent father. 34. The stenographer lost his place because he wrote "leaving time of the train" instead of "arriving time of the train." 35. Please be more careful hereafter, when entering the arsenal, to extinguish your cigar. 36. She wrote complainingly, and expressed considerable resentment because her husband had been disciplined for disobedience of orders in regard to the handling of cars. 37. The lecture was very instructive, and may be corrective of much evil. 38. He has finished his house in the

hardest and the choicest wood he could find, and when completed it will be one (of) the finest buildings in New York City. 39. The reasonableness of his claim is beyond question. 40. His wound was very painful, which caused him to countermand the order for his movement to new quarters. 41. His movements are within circumscribed limits, and he is obliged to conduct himself very circumspectly to avoid censure. 42. It is no more than right that you should be rewarded for your industry and perseverance, and you should have been long ago. 43. They wore garlands of roses upon their heads. 44. I requested him to explain his non-compliance with definite orders; but he proffered no excuses, preferring to be non-committal until his attorneys could be consulted. 45. Each of them should specify which of the styles she desires, and also how much of the dress-goods she will have made up. 46. Hardheartedness is a concomitant of ingratitude. 47. He ought (to) have been severely reprimanded. 48. They have comfortably handled all the passengers who have presented themselves within the last week. 49. From present appearances, business of all kinds has a hopeful outlook. 50. Orders for supplies are coming without diminution. 51. He reluctantly complied with my admonition. 52. He could not realize that he had received the Presidential nomination. 53. His movements were quickened by the approach of the enemy. 54. Our guns poured a storm of bullets into the opposing trenches, and the fire of the Spaniards soon slackened perceptibly. 55. Vinegar, salt, pepper, and mustard are concomitants of a salad. 56. His sickness weakened him to such an extent that a strong odor sickens him. 57. It is an ingenious contrivance.

QUIZ ON F, V, AND N-HOOKS.

1. What is the N-hook motion on straight stems—Right or Left?—The F-V hook motion?
2. Why is not the F-V hook generally used on curved stems?
3. Is it necessary to show the N-hook in connection with circles and loops on isolated straight stems?—Why?
4. May the N-hook be implied by circles between crossing stems?

5. How must N be expressed when occurring between a curved consonant and a "ses," "st," or "str" sound group, as in "evinces," "evinced," etc.?—by Un-stem or N-hook? 6. State whether hook or stem should be used in writing the following words, and why: Funny, flinch, French, sign, assign.

CHAPTER XIV.

FIRST STAGE—FINAL HOOKS FOR SHON AND ZHON SYLLABLES.

PARAGRAPHS 1 TO 9.

1. The previous lesson provides for the expression of "shn" by means of the N-hook on the Sh-stem, the stroke being called "Shen." This sign is necessary when "shn" is the only stroke expression in an outline, as in case of such words as "shun," "ocean," etc., the stem in these instances being required to provide place for the vowel signs. The Shen-stroke is also necessary when "shn" immediately follows an F-V or N-hook stroke, as in such words as "admonition," derived from "admonish"; "abbreviation," derived from "abbreviate," etc.

2. (a) However, in numerous words the "shon" and "zhon" syllables occur immediately following a plain-stem consonant, as in "fashion" (fa-shn), "motion" (mo-shn), "vision" (vi-zhn). For such cases shorthand provides a large final hook, which may be written on any stroke, *without exception*. (b) It is turned on the inside of curves and on *either* side of straight strokes. (c) It reads *after* any vowel signs placed beside the stroke, and may have the small circle written within the hook, the circle in such case being read last. In these respects it resembles the other final hooks. See plate 59, line 1: Fashion, condition, action, option, legation, oppression, sections, magicians, consolation, conversion, session.

3. **Nomenclature** —To distinguish it by name from the Shen-stroke, the large hook is styled the "Shon-hook." The strokes are called Veeshon, Deshon, Kayshon, Purshon, Vurshon, Lushon, Sekshon, Rushon, Unshon, etc.

GUIDE TO TURNING THE SHON HOOK ON STRAIGHT STEMS.

4. The fact that the Shon hook may be turned on either side of straight stems is utilized as follows: (a) If the straight stroke begins with a circle or a hook, turn the Shon hook by a motion opposite to that of such beginning circle or hook. See plate 59, line 2: Completion, compression, station, consideration, conception, suppression, tradition. (b) Or, if the straight stroke on which the Shon hook occurs is *preceded by a curved stem joined without an angle*, the Shon hook is turned by a motion opposite to that of the curved stem. See line 2: Affection, location. (c) The object of this treatment is to preserve the *straightness* of the intervening stem. Experiment with "completion," "compression," "affection," "location," etc., turning both beginning and final hooks, etc., by the same circular motion, and note the effect when written rapidly. The advantage of the recommended forms will then be appreciated.

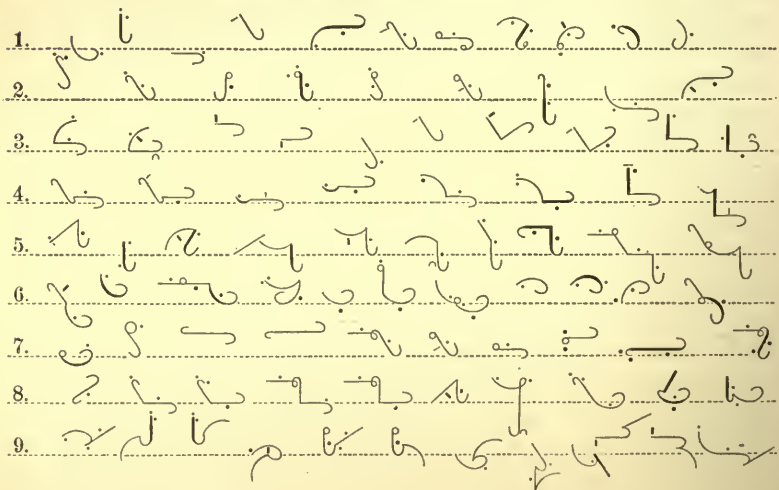
5. In the *absence* of an initial circle, loop, or hook (as in "auction"), or if a preceding stem is joined at an *angle* (as in "election"), the Shon hook on Pee, Bee, Kay, Gay, and Ray is written on the side *opposite* to that on which the *accented* vowel occurs. See plate 59, line 3, and contrast: Election, elocution; auction, caution; passion, option; portion, operation; diction, education; (4) perfection, provocation; induction, indication; erection, irrigation; contradiction, introduction. This practise affords a natural distinction between many conflicting words the outlines of which are alike in all other respects, as it indicates on which side of the stem the important vowel is to be read. Preserve these forms by copying them in your special book—your pocket companion.

6. In the case of Tee, Dee, Chay, and Jay, when unaccompanied

by initial hook or circle or preceding curve joined without an angle, the Shon hook may be turned by the Left motion, regardless of the vowel. This brings the hook on the right-hand side of stems—the side most suitable for joining with following characters. See plate 59, line 5: Irritation, addition, logician, recommendation, notation, mutation, petition, gradation, expectation, presentation.

7. Lines 6, 7, and 8 of plate 59. furnish the following additional illustrations of the use of the Shon hook: (6) Profession, vision, excavation, initiation, nation, consternation, fascination, mission, ambition, elation, persuasion; (7) sanction (sangshon), suspicion, collection, correction, expression, suppression, section, secretion, congregation, exaggeration; (8) Hessian, complexion, complication, extraction, extrication, rotation, institution, comprehension, generation, definition.

PLATE 59.
WORD EXERCISE ON SHON HOOKS.



SHON HOOK IN THE MIDDLE OF OUTLINES.

8. (a) The Shon hook may combine with a following character (as in the outline for "stationary"), in which case the hook is turned on that side of a straight stem most favorable to the combination. (b) The direction for L is used which makes the best joining, regardless of the syllable suggestiveness. (c) Often, however, an apparently difficult joining may be simplified by giving the Shon hook a slight inward or outward turn, as the case may require. See plate 59, line 9: Missionary, conditional, conditionally, emotional, stationary, stationer, national, passionately, fashionable, cautionary, auctioneer, confectionery.

WRITING EXERCISE.

9. Write the following words for the teacher's inspection: Egyptian, Japan, repletion, probation, desecration, dissection, compilation, completion, depression, function (fungshon), preparation, contrition, conjunction (conjungshon), distinction (dist-ingshon), expectation, acceptation, compunction (compungshon), ascension, conflagration, contradiction, apparition, functionary, recitation, restitution, destitution, machination (makination), impassionate (Empshon-Tee), amputation (Emp-Teeshon), configuration, section, seclusion (Skulshon), violation, revolutionary (Rev-Layshon-Ray), lamination, illumination, citation, proclamations, declamation, visitation, imitation, notation, resignation, celebration, recognition, presumption (Presumshun), veneration (Ven-Rayshun), receptions.

SECOND STAGE—CURL FOR "E-SHON."

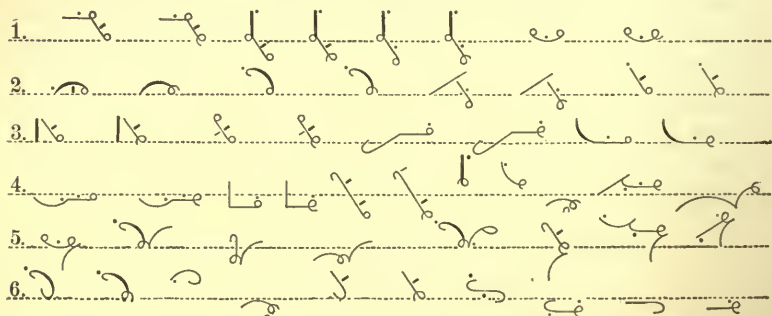
PARAGRAPHS 10 TO 16.

10. The large Shon hook requires a *stem* on which to be turned (see plate 59). But there are many words like "position" (poz-ishn, derived from "pose"), etc., in which the consonant immediately preceding the "shn" syllable is most conveniently and logically expressed by a circle, which circle it is not desirable to change to a *stem* for the reception of the large Shon hook. To solve

this difficulty, when following a primitive properly terminating in a circle, "shn" may be expressed by continuing the final circle of the primitive into a curl upon the back of the stem. See plate 60, and contrast (line 1): Expose, expos-ition; dispose, dispos-ition; dispense, dispens-ation; sense, sens-ation; (line 2) impose, impos-ition; converse, convers-ation; recompense, recompens-ation; compose, compos-ition; (line 3) decompose, decompos-ition; suppose, suppos-ition; relax, relax-ation; vex (veks), vex-ation; (line 4) annex, annex-ation; tax, tax-ation; propose, propos-ition; decision, physician (fiz-ishn), musician, requisition (re-kwiz-ishn), materialization.

11. (a) The E-shun curl may be followed by any character which will join easily and legibly. See plate 60, line 5: Sensational, conversational, transitional, musicalian, conversationalist, processional, inquisitional, recessional. (b) The small circle may be written clearly within the Shon hook or Eshun-curl. See plate 63, sentences 4 and 5.

PLATE 60.
WORD EXERCISE ON E-SHUN CURL.



"E-SHUN" CURL NOMENCLATURE.

12. The foregoing illustrations evidence the fact that when the E-shun curl is used no place is provided for the sign of a vowel which occurs between "shn" and the preceding circle (see Scale). This lack is atoned for by *mentally* prefixing the vowel sound of

“ebb” to the Shn syllable and styling the curl “E-shun”—thus vocalizing the pronunciation, as it were, instead of the outline. Note that the curl represents two syllables, the first syllable being simply a vowel sound, and the curl is never used for the single syllable “shon” unaccompanied by the preceding vowel syllable. That is, it may be used in writing “combination” (kombin-a-shon), but not in “pension” (pen-shon). To emphasize the preceding remarks, do *not* call this curl simply “shun.” To do so is to deprive it of its syllabic suggestiveness. Always associate the initial vowel, and *think* of it as E-shun, and *speak* of it as E-shun. For illustration, see plate 60, line 6, and note the relative suggestiveness of the names of the various outlines, viz.: Con-Vurshon, Con-Vurs-Eshun; Mushon, Mez-Eshun; Pushon, Pez-Eshun; Kwayshun, Kwez-Eshun; Ukshun, Uks-Eshun.

13. The nomenclature of this lesson is especially valuable, and should be thoroughly memorized. The following are the names of the outlines in plate 60, lines 1 to 5 inclusive: (Line 1) Uks-Puz; Uks-Puz-Eshun, Duz-Puz, Duz-Puz-Eshun; Duz-Pens, Duz-Pens-Eshun; Sens, Sens-Eshun; (line 2) Umpz, Umpz-Eshun; con-Vurs, con-Vurs-Eshun; Ru-com-Pens, Ru-com-Pens-Eshun; com-Pez, com-Pez-Eshun; (line 3) Du-com-Pez, Du com-Pez-Eshun, Spez, Spez-Eshun; Rl-Uks, Rl-Uks-Eshun; Vu-Uks, Vu-Uks-Eshun; (line 4) Un-Uks, Un-Uks-Eshun; Tu-Uks, Tu-Uks-Eshun; Pre-Pez, Pre-Pez-Eshun; Dez-Eshun, Fez-Eshun, Mez-Eshun, Ru-Kwez-Eshun, Metr-Luz-Eshun; (line 5) Sens-Eshun-L, con-Vrs-Eshun-L, Mez-Eshun-L, con-Vrs-Eshun-Lest, Pres-Eshun-L, Un-Kwez-Eshun-L, Rus-Eshun-L. It is the mission of the nomenclature to recall the *spoken* word. Test this by seeing if the words can be recognized by means of the names.

14. As the large Shon hook on plain straight stems is turned on the side opposite to the accented vowel, the sign for “auction” is called Ukshon, that for “caution” is called Keshon, etc.

15. Practise plate 60 as directed on page 14, paragraphs 8 and 9.

WRITING EXERCISE.

16. Write the following words for the teacher's inspection, as directed on page 21, paragraph 42: Sensation, opposition, supposition, physicians, musicians, taxation, vexation, vacation, realization, preposition, materialization, requisition, disposition, dispensation, imposition, mobilization.

THIRD STAGE—GUIDE TO CHOICE BETWEEN THE VARIOUS EXPRESSIONS OF "SHN."

PARAGRAPHS 17 TO 27.

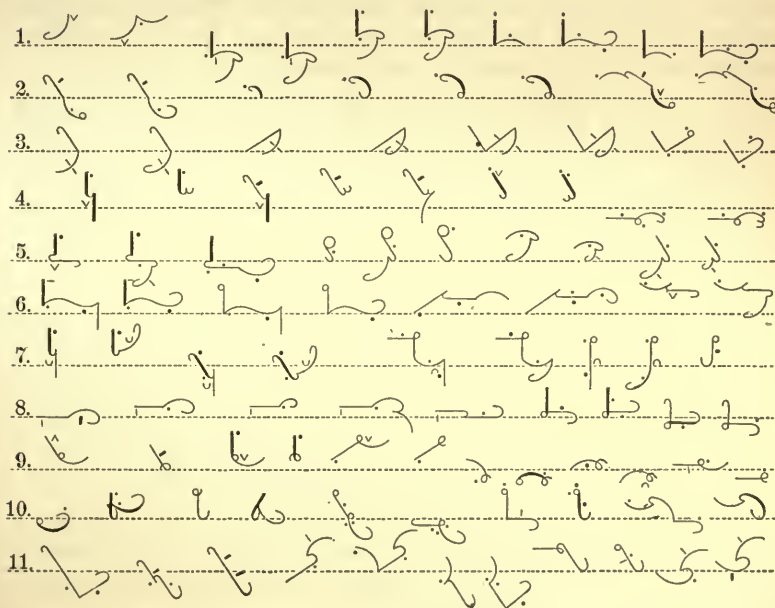
17. When "sh" and "n" are the only consonants in a word (as in "shine") the Sh-stem must be used in connection with either the N-hook or the En-stem, as the vocalization may require. See plate 61, line 1: Shine, shiny.

18. (a) Analogy (likeness) between primitives and derivatives is an important guide to the choice between the various ways of writing "shn"—the Shen-stem, the Shon-hook, and the E-shun curl. The idea is to select the expression which will favor the retention of the primitive form and at the same time reflect the *spoken* syllable. (b) For instance, "combine" requires an N-hook; therefore its derivative "combination" does not logically take the Shon-hook, which would require the N-stem. Either the Shen-stem or the E-shun curl would be allowable, as a vowel sound precedes the "shn" syllable-(a-shn). (c) "Pension" may be written with either the Un-stem and Shon-hook or the N-hook and Shen-stem; but *not* with the E-shun curl, as no vowel precedes "shn" in this word. The E-shun curl is only allowable in words where a vowel sound immediately precedes "shn." Pen-Shen seems most syllabic, and best suits the derivative "Pensioned." (d) As suggested above, the E-shun curl is occasionally used after Final hooks. (e) The primitive "admonish" terminates in the Ush-stem. The formative N in "admonition" (admonish-n) is properly expressed by the N-hook, causing the "shn" syllable to be expressed by the Shen-stem. (f) In "condemnation," "nation"

is properly expressed by Neshon (the Un-stem and Shon-hook), as the primitive word ends in a plain stem. These thoughts are illustrated in plate 61. Compare primitives and derivatives: (Line 1) Admonish, admonition; diminish, diminution; condemn, condemnation; damn, damnation; (line 2) profess*, profession; convert, conversion; converse, conversation; improvise, improvisation; (line 3) Prussia, Prussian; Russia, Russian; Persia, Persian; Paris, Parisian; (line 4) divide, division; provide, provision, provisional; combine, combination; examine, examination; (line 5) decline, declension,

PLATE 61.

COMPARATIVE EXERCISE ON SHON AND E-SHUN.



* In outlining "profess," either the "f" or "s" of the "fess" syllable must be expressed by a stem to provide place for the intervening vowel. Final "s" is most logically expressed by the circle; the stem is consequently used for "f," and the Shon-hook upon the Ef-stem completes the derivative "Profession."

declination ; suspend, suspension, suspicion ; mention, mentioned ; pension, pensioned ; (line 6) dominate, domination ; exterminate ('sterminate), extermination ; reclaim, reclamation ; incline, inclination.

19. The vowels require the Shen-stem in the following cases (see plate 61, line 7): Deviate, deviation (deev-yashun) ; abbreviate, abbreviation ; extenuate, extenuation ; situate, situation (compare with "station").

20. (a) "Commission" and "commotion" are best expressed by Ku-Um and the Shon-hook. This provides a more convenient form for these words and their derivatives than the "con"-dot and Shen-stem. "Connection" is outlined on a similar plan. See plate 61, line 8: Commotion, commission, commissioned, commissioner, connection. (b) As in case of other final hooks, a T or a D added by halving reads after the sound of the Shon-hook.

21. In a few instances exception may be made to the rules laid down in paragraphs 4 and 5 when necessary to secure important distinctions. For instance, see plate 61, line 8: Dissection, dessication ; transgression, transaction. The intelligent writer will use his judgment in such cases.

USE OF THE CURL FOR BOTH N AND E-SHUN.

22. The use of the curl to express both N and E-shun will not be found confusing if the curl to express N is restricted to Right circles—the En stem being used with Left circles. The restrictions thus imposed narrow the use of the curl for N to a few cases where it would not naturally be employed for E-shun. See plate 61, line 9, and contrast: Poison, position ; design, decision ; reason, recision ; arson, Samson, mason, musician, cousin, accession. The only legitimate conflict might be between "mason" and "musician," as applied to occupations ; but this risk can be easily avoided by either vocalizing or positioning.

23. **Caution.**—(a) It is desired to impress the fact that the *E-shun* syllable is represented by the curl ; and an associated circle repre-

sents an additional sound of S or Z. The Pez-Eshun sign, for instance, is appropriate for "position" (poz-i-shun); but improper for "passion" (pashun), for which should be used the large Shn hook on the Pu stem. To reiterate, the circle represents no part of the Shn combination, and should not be used unless there is a sound of S or Z in the word. (b) Also, note that the curl represents *two* syllables (a vowel constituting the first, and consonants constituting the second—"e-shn"). Therefore, while the curl may be properly used in "pos-i-tion," "combin-a-tion," etc., it should not be used in "pension" (pen-shn), etc.

SOUNDS OMITTED.

24. (a) K may be safely and profitably omitted before "shn" in the following instances (see plate 61, line 10): Sanction (written as if pronounced "sangshun), distinction (distingshun), instruction (instrushun), justification (justifishun), specification (specifishun), classification (klasifishun). (b) Retain the K in "construction" and "infraction," in order to avoid conflict with "consideration" and "inversion" (see plate 61, line 10). (c) Specially note that the final syllables "fication" are written as if pronounced "fishon."

SPECIAL DISTINCTIONS.

25. Line 11 of plate 61 illustrates the distinction between the following words: Preparation, appropriation, proportion (R of second syllable omitted); rational, irrational; aspersion, aspiration; expression, suppression; national, notional.

26. Practise plate 61 as directed on page 14, paragraphs 8 and 9.

WRITING EXERCISE.























27. Write the following words for the teacher's inspection, as directed on page 21, paragraph 42: Passion, position, conversion, conversation, instigation, designation, libation, renovation, estimation, reclamation, requisition, deputation, adoption, adaptation, degradation, communication, consolation, observation, continuation, prepara-

tion, appropriation, proportion, constitution, restitution, substitution, ruination, destination, approbation, disquisition, exposition, sensational, conversational, admonition, condemnation, contractions, subtraction, extraction, extrication, deception, dissipation, suffusion, commissioned, missionary, demolition, evolution, arson, recession, resign, ratification, rectification, notification.

FOURTH STAGE—PARAGRAPHS 28 TO 31.

PLATE 62.

SHON AND E-SHUN HOOK WORD SIGNS, ETC.

Opposition		Information		Executive session	
Position		Misinformation		Representation	
Possession		Call your attention		Representative	
Objection		Calling your attention		Atlantic Ocean	
Subjection		For your attention		Pacific Ocean	
Satisfaction		Transportation		Indian Ocean	
Dissatisfaction		Transgression			
Transaction		Night session			

28. **Derivatives from Word Signs.**—For the teacher's inspection write the following derivatives from the word signs, as directed on page 21, paragraph 42: Oppositions, positions, positioned (ed-tick); objectionable, unobjectionable.

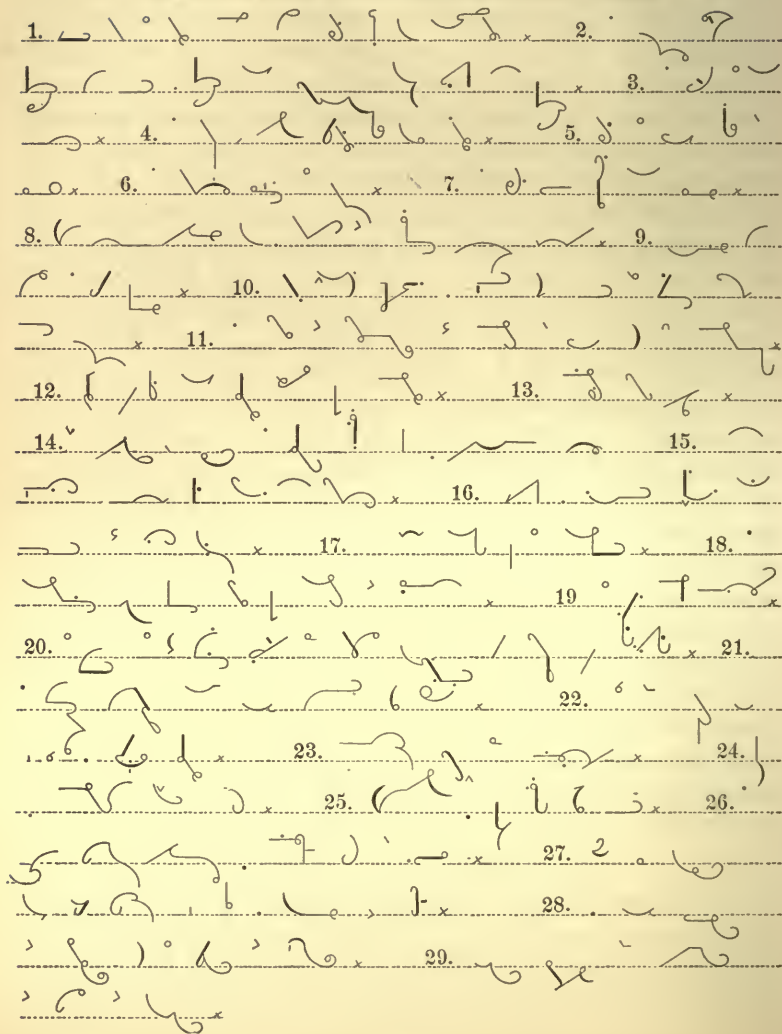
SENTENCE PRACTISE ON SHON AND E-SHUN HOOKS.

29. Practise plate 63 as directed on page 53, paragraph 103. The following is the key: 1. He gave up his position because he lost patience waiting for increased compensation. 2. The room's

small dimensions will occasion a diminution in the number of invitations, if they heed my admonition. 3. The ocean is in commotion. 4. The poet should receive just compensation for his compositions. 5. Patience is one of the conditions of success. 6. The pump's suction is poor. 7. The sessions occur three days in succession. 8. They will make requisition for a portion of the construction material to-morrow. 9. Annexation will lessen the general taxation. 10. Being noisy and disregarding a caution, was the occasion of his ejection from the auction-room. 11. The price of the prescriptions, with the exception of one, was beyond expectation. 12. He displayed much taste in the disposition of his wares at the Exposition. 13. Exceptions prove rules. 14. He refuses to sanction the deception, considering it a rank imposition. 15. My commission came the day following my promotion. 16. He wrote a communication denying any connection with the mission affair. 17. I made the notation at his instigation. 18. The inspection should have taken place at the inception of the scheme. 19. His agitation caused commiseration. 20. His allegation is that the election story is a baseless fabrication, which produced much irritation. 21. The election polls will be placed in a new location this season. 22. He is of a passionate nature, but he has a generous disposition. 23. Commissioner Brown is an ex-missionary. 24. It was an exceptionally fine oration. 25. They will receive an additional consideration on this occasion. 26. The national welfare requires an extra session of Congress. 27. Shorthand has a fascination for the intelligent learner; but it is a vexation to the drone. 28. A new classification of the specifications was his justification of the modifications. 29. Notification has been received of a rectification of the walls of the fortification.

30. The following sentences are intended to be used as tests. The teacher will assign as many as his judgment suggests: 1. The extreme caution exercised by Dr. Mereshon in the preparation of his solutions insures the ingredients being mixed in the proper proportions. 2. It was a special dispensation of Providence. 3. She was

PLATE 63.
SENTENCE EXERCISE ON SHON AND E-SHUN HOOKS.



very emotional. 4. The auctioneer asks extortionate commissions. 5. The revolutionary fathers await resurrection. 6. Their prices defy competition. 7. His computations are erroneous. 8. William is visionary. 9. The engineer gave cautionary signals. 10. She looked at him compassionately. 11. He talks rationally. 12. She buys her bonnets of a fashionable milliner. 13. The commissioner's toleration of the petitioner's impudence was due to her exceptionally fashionable appearance. 14. It was an electioneering scheme. 15. Soldiers often form combinations in order to secure their pensions, for which service lawyers receive liberal compensation. 16. I will continue the case, but a continuation will intensify the tension and increase the expenses. Shall it be continued? 17. You profess to provide for your family, but your professions are a poor apology for provisions. 18. He devotes all his spare time to his family, and they show their appreciation of his devotion. 19. They must refrain from deviating from the course laid out, as the least deviation will defeat our plans. 20. The completion of the compilation of statistics was a matter of compulsion. 21. The exactions of hunger make necessary the execution of some plan to satisfy it. 22. Excessive taxation is the ruination of a nation. 23. The Transportation Department insists upon the restoration of rates. 24. The duties of his position entitle a physician to liberal compensation. 25. The ministers are in conversation concerning their conversions during the past year. 26. David Payson occupies an honorable position. 27. Henry Mason is a very fine musician. 28. Jacob Rawson was arrested for committing arson, to his extreme consternation. 29. The story was too sensational to receive credence. 30. Maria is very conversational. 31. David Simpson, the stationer, supplies this whole section with stationery. 32. The invasion was an innovation (insert the "o" vowel) on the established rules of warfare. 33. His ambition was to be at the head of the institution. 34. The conflagration reduced many to a condition of destitution. 35. The minister presented the church constitution for the consideration of the congregation. 36. I desire you to make correction of the bill

enclosed to me for collection. 37. His proposition shows much presumption. 38. The resumption of clear weather is a consolation. 39. The people will receive the President's authorization of the measure with approbation. 40. I have information that their chief objection is to being held in subjection until the revolution is suppressed. 41. Each state should have full Congressional representation. 42. If there is anything objectionable in my letter, he shall have satisfaction; though I thought it was unobjectionable. 43. They incited revolutions, thinking by revolutionary means to revolutionize public sentiment. 44. The dissatisfaction was caused by misinformation and misrepresentation. 45. The night session was a much more wearisome session than the day session. 46. Being the closing session, the evening session was prolonged all night and extended into a morning session. 47. It was more interesting than any former session. 48. You copy to my satisfaction, and you may therefore keep the situation which you now occupy at the Central Station. 49. There was no opposition to my retaining the position, as I was already in possession. 50. It was an exaggeration. 51. Recognition of the fact that his recitation was worthy of emulation proved a great stimulation. 52. Judicious speculation resulted in large additions to his wealth. 53. The completion of the foundations of the buildings at the Exposition gave gratification to everybody. 54. The Queen remained in seclusion until the restoration of peace. 55. In justification of his request for promotion, he called attention to his "honorable mention" in the King's proclamation.

QUIZ ON SHON AND E-SHUN HOOKS.

31. How is "shn" expressed following plain stems?—following circles or F-V and N hooks? 2. If a straight stem begins with a circle or a hook, on which side of such stem should the Shon-hook be turned? 3. If there is no beginning circle or hook, what influences the turning of the Shon-hook on straight stems? 4. After what stem modifications is the E-shun curl used? 5. If a vowel does not precede "shn," how should this syllable be expressed?

CHAPTER XV.

RESUMÉ—VOWEL SUGGESTION OF VARIOUS CONSONANT FORMS.

1. The preceding part of the book has led the student through the shorthand principles and introduced him to the most valuable of the reporting devices. The remaining pages, while presenting a few new features, mainly coach in the application of what has gone before. All the matter presented should be patiently practised as a necessary step to taking up *miscellaneous dictation*. In every case read and copy the engraved notes; then write from the key, verifying by comparison with the engraved notes.

2. Wherever shorthand provides more than one way of writing a consonant, *and no serious question of combination is involved*, choice may be made to *suggest the absence or presence* of certain vowel relations, viz.:

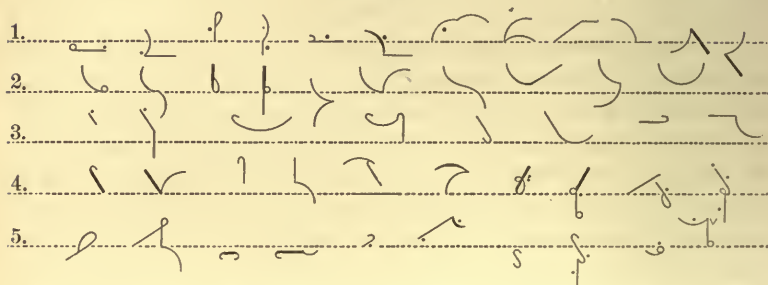
3. **Absence of Beginning Vowel**—Is indicated if an outline begins with a circle, loop, semicircle, Lu, Ru, or Shu. See plate 64, line 1, and contrast: Sack, ask; state, estate; wake, awake; lame, elm; wrecked, erect; shabby, Ashby.

4. **Absence of Final Vowel**—Is indicated if an outline terminates in a circle, loop, Ul, Ur, Ush, halved stem, lengthened stem, or final hook. See plate 64, line 2: Fuss, fussy; dust, dusty; fool, fellow; fire, fiery; fish, fishy; (line 3) pit, pity; winter, wintry; pen, penny; cough, coffee.

5. **Absence of Medial Vowel**.—No vowel sound is supposed to exist between an L or R hook and its stem; or between the two sounds of Ump-b; or between any two or more sounds consecutively expressed by stem-modification as in case of Steh-loop, circle or loop on a final hook, circle terminating a halved stem, etc. That is to say, such forms indicate *coalescing* consonants. See plate 64, line 4, and con-

trast: Blow, bellow; try, tire; imply, impel; jests, justice; recompensed, compensate; (line 5) rooster, restore; grant, granite; raved, rivet; plant, planet; ants, entice.

PLATE 64.



6. The student will note the qualification in paragraph 2 of this chapter—"and no *serious* question of combination is involved." Speed and legibility are the watchwords of shorthand. Shorthand originated in a desire to attain a speed in writing greater than that conferred by longhand. Therefore, speed is the *motive* of shorthand. But speed would be valueless if the notes could not be read after being written; they must be legible. Legibility, then, serves as a brake (or check) upon speed. Speed should never pass beyond the bounds of legibility. Legibility depends largely upon two things, viz.: (a) The use of consonant forms that will stand the strain of rapid work and not become confused in appearance with other consonant forms; and (b) upon the recognition of the important vowels of words—either by means of the vowel signs, or by so writing the consonants as to suggest the vowel relation. Where the two requirements of legibility (distinctive joining and vowel suggestion) *seriously* clash, the first mentioned requirement has precedence, and the second must yield. Take the two-direction consonants by way of illustration. According to paragraph 79, page 46, "room" should be written Ray-Em. But Ray and Em, being joined without an angle, have a tendency when written rapidly to look like Lay or La-Kay. Legi-

bility, therefore, requires Ar-Em, and if distinction is desired between words like "arm" and "room," the vowel signs must be inserted. A joining like Ar-Em is termed "standard," because not affected by the vowel thought any more than are the other consonants which have but one expression. The "standard" combinations become regular exceptions to the rules for implying vowels, as the application of these rules is based upon freedom to choose between two ways of writing, and the standard joinings allow no choice. It is patent, then, that if the standard joinings are thoroughly memorized, exceptions are largely deprived of power to embarrass the operation of the rules. The question to decide is, what joinings should be classed as standard. The bad joinings may be classified under two heads, viz.: (1) Those which are distinctive when written at a *moderate* speed, and only become illegible when written at a *high* rate; and (2), those which are illegible when written at *any* speed. Frequent exceptions are productive of mental hesitation to a writer, and hesitation is undeniably fatal to speed. It follows that a relatively slow outline which is readily recalled confers greater speed than a more facile form that eludes the memory; therefore, the author strictly applies the rules governing the use of the two directions of R and L to the first class specified above, and allows the exceptions to only include the second class. The exceptions are thus minimized, and manual and mental dexterity are harmonized to the highest degree.

7. The standard joinings are as follows (note that a specified point of joining also applies to the mate of the stem referred to):

- (a) Use Ar when immediately followed by Em.
- (b) Use Ray when immediately followed by Tee or Ef.
- (c) Use Ray when immediately preceded by Hay or Ray.
- (d) Use Lay when immediately followed by Pee, Tee, Ef, or Ith.
- (e) Use Lay when immediately preceded by Shay.
- (f) Ul is generally preferred after Left-circles on curves (as in

"vessel," "nicely," etc.); and Lu after Right-circles on curves (as in "loosely," "muscle," "whistle," etc.) Ru is generally preferred after a circle on Ku or Gu (as in "exert," "grocer," "accuser," etc.).

(g) In other cases be governed by the relative arrangement of vowel and consonant in the names of the two directions, as directed on page 46, pars. 76 to 90.

8. The preceding remarks relate to choice between the two directions of the L and R *stems*. The choice between *stem* and *hook* is formulated as follows :

(a) The coalescence of two consonants in their union without the aid of an intervening vowel sound. The *hooks* indicate L or R's *coalescence* with a preceding consonant (as in "ply," "reply," "try," etc.); the use of the L or R *stems* indicate the *non-coalescence* of these sounds (as in "pile," "repeal," "tire," etc.).

(b) The hooks may be used for *non-coalescing* L or R in the following cases : (1) In a few words where legibility does not require the recognition of the vowel and a difficult combination is avoided by the use of the hook (as in "figured," "atmosphere," etc.) (2) In the case of a few common prefixes, like "col" and "cor" (as in "collect," "correct," etc.). (3) In the case of a few common words, like "full," "call," etc., which require hooks in order to facilitate phrasing. All words coming under these three heads should be specially memorized, and in the text-books are generally collected in lists for that purpose.

9. **Caution.**—A rule should not be departed from for a trivial reason, else the perception of it is dulled and its benefit lost. The advantage to be gained by an exception should be so apparent as to cause no misgiving as to its utility. When in doubt, stick to rule.

10. With reference to halving : The downward direction of R or L, when halved, indicates the coalescence of a following T or D (as in "belt," "bailed," "tart," "tarred"); the upward direction, when halved, indicates the non-coalescence of a following T (as in "belate,"

"pirate"). To indicate a following non-coalescing D sound (as in "bellowed," "pallid," "sorrowed"), the upward directions and the Du-stem are used.

11. Utility of the N-curl.—Un being a Left-motion (Involute) curve, it joins awkwardly with Right-motion (Evolute) circles in writing such words as "arson," etc. To meet such difficulties, and avoid departures from the syllabic idea, the use of the In-curl is applied to the termination of outlines following circles (as in "arson," "Mason," "frozen," etc.). The same restriction is placed upon its use at the end as at the beginning of forms (as in "enslave," "unseemly," "unsurmised")—viz.: The curl is used *only* in connection with Right circles, *never* in connection with Left circles. This restriction makes it a benefit, without tincture of danger. For instance, it would not be used in "insight," "unsafe," "fas(t)en," "reason," "dozen."

12. Utility of the Ed-tick.—The ordinary treatment of the "ed" syllable (as in writing "treat-ed," "sort-ed," "slight-ed," etc.) either necessitates a distortion of the primitive form, or a separation of the Du-stem. The Ed-tick is introduced to obviate this difficulty. Its mission is solely to avoid the reconstruction of primitive forms, or the disjoining of the Du-stem. It is an expedient—*i. e.*, a last resort. The following rules show its restricted use :

(a) The "ed" suffix syllable is added by *halving* if the primitive form terminates in a *full-length stem* (as in "wait-ed," "recite-ed," "exceed-ed," etc.).

(b) The "ed" syllable is added by the Du-stem if the primitive terminates in a *half-length* to which the Du-stem can be legibly joined (as in "need-ed," "separat-ed," "plott-ed," etc.).

(c) The "ed" syllable is added by the Tick when the primitive form terminates in a loop (as in "roast-ed," "jest-ed," etc.), or in a half-length with which the Du-stem does not join legibly (as in "treat-ed," "fold-ed," "sort-ed"). The tick is to be preferred after Lut or Umt, as in words like "slight-ed," "limited," etc. It may be

written at any angle ; and—used in the restricted way recommended—does not seriously conflict with the “the”-tick.

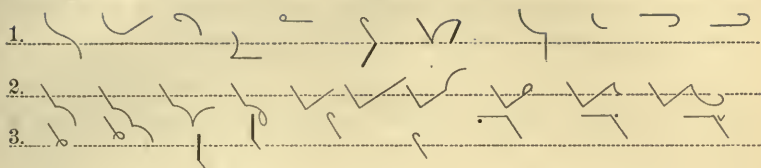
13. **Circle Rules Departed from to Imply Hooks.**—The simple circles and loops are turned *on* and *between* stems according to certain well defined rules (see page 79). If these rules are departed from, the inference is that the circle or loop includes some hook sound. See following line, and contrast :

pace pains paves close cloves cleanse disguise disgrace

CONFLICTING WORDS DISTINGUISHED.

14. Outside of the lists of contracted forms herein presented, the pupil is expected to generally secure needed distinction by applying the simple principles laid down for his guidance, as, for example, see plate 65, line 1 : Fire, fiery, free ; ask, seek ; pledge, apology ; fiat, fight ; auction, caution. (a) But a few common words defy ordinary, logical distinctions, and to these cases arbitrary methods must be applied. For example, “poor” and “pure” are conflicting words ; but, according to phonographic principles, both are entitled to the same form and the same position. It is not desirable to distinguish by vocalization except as a last resort, therefore the form is arbitrarily varied by writing Pee-Ray for one of these words. This outline is assigned to “pure” because it best suits its derivatives, while Pee-Ar answers for the derivatives of “poor.” See plate 65, line 2 : Poor, poorer, poorly, poorest ; pure, purer, purely, purest, purified, purification. (b) Where change of form is not practicable, difference of position is the next resort ; as, for example, see plate 65, line 3 : Position, opposition ; adapt, adopt ; ply, apply. (c) Where these two expedients fail to secure needed distinctions, then partial vocalization is resorted to—the sign of some distinguishing vowel being inserted. For example, see plate 65, line 3 : Keep copy, occupy.

PLATE 65.



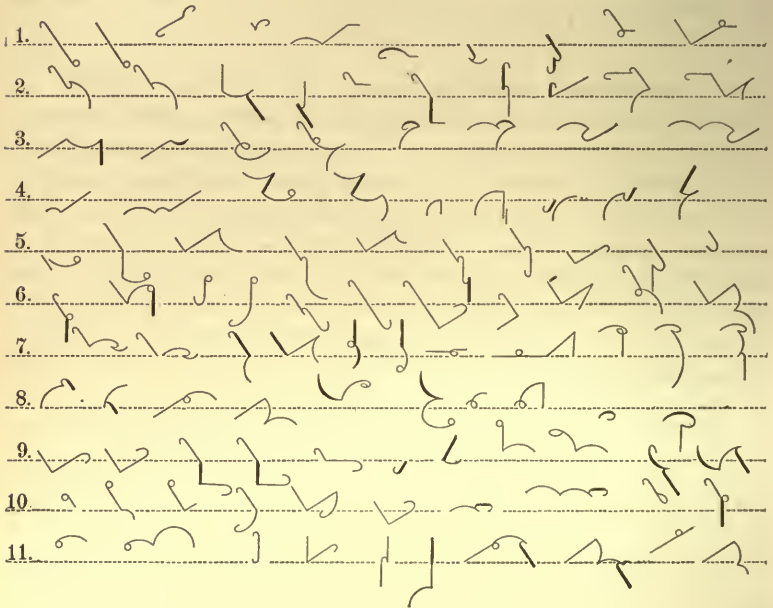
15. As indicated above, the relative value of these methods is in the order presented, viz.: (1) Variation of outline; (2) difference of position; (3) partial vocalization. Many of the illustrations about to be presented are systematic variations which have been already introduced in the various chapters to which they properly belong. For purpose of ready reference, however, they are here reproduced in connection with other words covered by the three headings previously referred to. Of course, space restricts the number of illustrations presented, but careful study of those given should confer judgment to handle similar cases.

WORDS DISTINGUISHED BY VARIATION OF OUTLINE.

16. See plate 66, line 1: Propose-perhaps, purpose; highland, island; market, marked; abundant, abandoned; prosecute, persecute; (line 2) prefer, proffer; tenable, attainable; predict, predicate; idolatry, adultery; corporal, corporeal; (line 3) renewed, ruined; personal, personnel; mortal, immortal; moral, immoral; (line 4) mature, immature; ingenious, ingenuous; latitude, altitude; gentlemanly, gentle, genteel; (line 5) aptness, pettiness; petrify, putrify, petrified, putrified; patron, pattern; passionate, patient; (line 6) placid, pellucid; station, situation; appropriation, proportion, preparation; approach, porch; oppressor, pursuer; (line 7) prominent, pre-eminent; breath, birth; disease, decease; execrate, excoriate; monster, minister, ministry; (line 8) labored, elaborate; resume, reassume; violence, vileness; insult, insulate; impassioned, impassionate; (line 9) apportion, apparition; production, predication, protection; gentleman, agent; stream, storm; valuable, available; (line

10) spread, support, separate ; Prussian, Persian, Parisian ; emigrant, immigrant ; priced, prized ; (line 11) similar, smaller ; train, turn ; total, detail ; resemble, re-assemble ; resort, re-assert.

PLATE 66.



WORDS DISTINGUISHED BY POSITION.

17. See plate 67, line 1 : Permit, promote ; traction, attraction ; anonymous, unanimous ; admit, attempt ; unavoidable, inevitable ; (line 2) impatient, impassioned ; there ought, there would ; humane, human ; undefined, indefinite ; auditor, editor ; peaceable, possible.

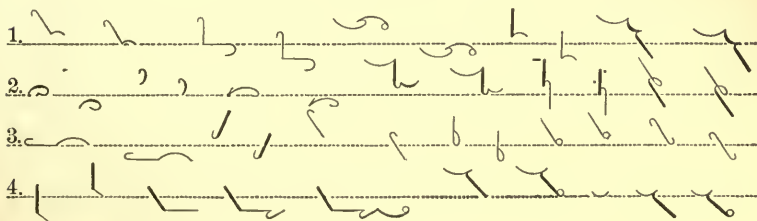
18. (a) A natural distinction is secured between words like "test" and "attest," etc., by placing in the third position the words beginning with the vowel sound of the third-position light dot, and writing the conflicting word in the second or first position, regardless of the

vowel sound ; see plate 67, line 3 : Claim, acclaim ; join, adjoin ; ply, apply ; test, attest ; pose, oppose ; prove, approve.

(b) Where both of two conflicting words begin with the third-position light dot sound, then one must be thrown into the position of some other vowel sound of the word ; see plate 67, line 4 : Adapt, adopt.

(c) Words abounding in consonants need vowel assistance less than words of few consonants ; and as position is a *vowel* aid, it follows that *strong* consonant forms do not require positioning as much as *weak* consonant forms. As a general rule, positioning is confined to primitive words of one or two stems and their derivatives, derivatives always being given the position of their primitives. See plate 67, line 4 ; Back, backward, backwardness ; noble, nobles ; note, notable, notables. But primitives of more than two stems may, as a rule, be written on the line, except occasionally, where exception is required to avoid conflict.

PLATE 67.

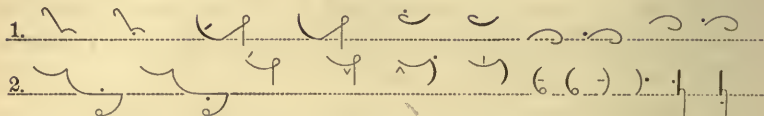


WORDS DISTINGUISHED BY PARTIAL VOCALIZATION.

19. It goes, as a matter of course, that a writer should insert a vowel whenever he thinks it necessary to the legibility of an outline, if opportunity is afforded. A few of the common cases are here given. See plate 68, line 1 ; Prompt, permit ; voracity, veracity ; inner, near ; motion, emotion ; mission, emission ; (line 2) infectious,

inefficacious ; honesty, insight ; noisy, uneasy ; thus, this ; us, say ; editor, debtor.

PLATE 68.

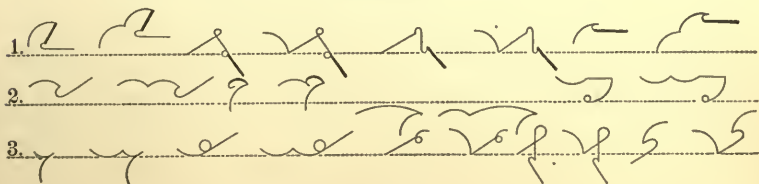


POSITIVE AND NEGATIVE WORDS.

20. A positive word affirms a quality or condition, as "legal," "necessary," etc. A privative prefix, as "il" in "illegal," "un" in "unnecessary," etc., deprives the positive word of its original meaning and imparts to it a directly opposite one ; it is, therefore, necessary to clearly distinguish between such words in shorthand writing. The words formed by the union of the privative prefixes are called "negatives," because they negate or oppose the meaning of the primitive. There are a variety of negative prefixes, viz.: "Il," "ir," "im," "in," "un," "an," "a," etc., all having the meaning of "not," when prefixed to the positive word. In many words the choice of these prefixes is governed by euphony, that syllable being selected which combines most smoothly with the initial sound of the positive word. For instance, words beginning with "l" take the "il" prefix ; those beginning with "r" take the "ir" prefix ; those beginning with "m" take the "im" prefix, etc. This will be clearly seen by comparing the following positive and negative words : Legal, illegal ; regular, irregular ; material, immaterial ; noxious, innoxious ; natural, unnatural, etc. Ordinary pronunciation of the above words shows that the consonant of the prefix and the initial consonant of the positive word blend, and are heard as one sound. This being true, the distinction between such positive and negative words is that the positive begins with a consonant, and the negative begins with a vowel, for example : "Logical," "i-logical" ; "necessary," "u-necessary," etc. Therefore, if in the shorthand expression the initial vowel

is written or implied, it is unnecessary to repeat the consonant. But if the initial vowel is neither written nor implied, then it is necessary to write the consonant of the negative prefix, as it is the feature that distinguishes the negative from the positive word. There are several ways of implying the vowel of the negative prefix. One way is to write the negative word in the position of the initial vowel, and the positive word in some other position. Another method is to utilize the two-direction consonants (R and L)—writing them downward to imply the initial vowel of the negative, and writing them upward to indicate the beginning consonant of the positive. This latter method is illustrated by the contractions presented for “regular” and “irregular.” Still another method is to always write the sign of the initial vowel of the negative word. The safest of these methods, however, for the average writer is to write the consonant of the negative prefix, and thus secure variation of form—the best of distinctions. This method favors syllabic writing, and avoids violent changes of primitive forms; it is, therefore, the one recommended. The following words are presented for practise along this line; see plate 69, line 1: Logical, illogical; responsible, irresponsible; retrievable, irretrievable; legal, illegal; (line 2) moral, immoral; mortal, immortal; material, immaterial; noxious, innoxious; (line 3) natural, unnatural; necessary, unnecessary; resolute, irresolute; resistible, irresistible; rational, irrational. The simplicity of this treatment, while, perhaps, imposing a little extra tax upon the hand, finds ample compensation in the extra mental quickness conferred; and remember that the hand always waits upon the mind—the mental action precedes the manual.

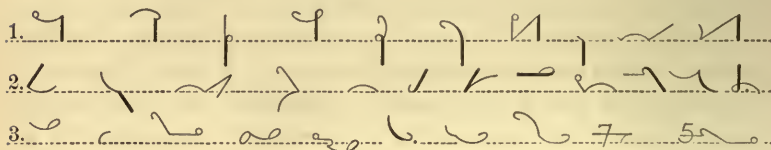
PLATE 69.



NAMES OF DAYS OF WEEK, MONTHS, ETC.

21. See plate 70, line 1: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, to-day, to-morrow, yesterday; (line 2) January, February, March, April, May, June, July, August, September, October, November, December; (line 3) instant (inst.), ultimo (ult.), proximo (prox.), 1st inst., 2nd inst., evening, afternoon, forenoon, 7th ult., 5th prox.

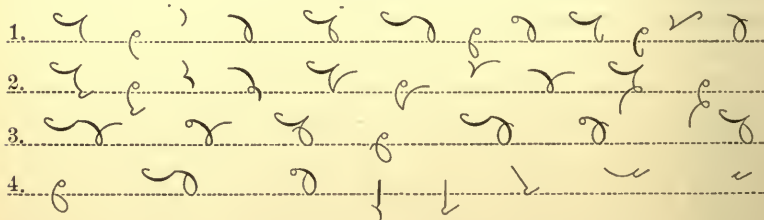
PLATE 70.



POINTS OF COMPASS AND DIRECTIONS.

22. Plate 71, line 1: North, south, east, west, northeast, northwest, southeast, southwest, northern, southern, eastern, western; (line 2) northward, southward, eastward (easurd), westward (wesurd), northerly, southerly, easterly, westerly, northeasterly, southeasterly; (line 3) northwesterly, southwesterly, northeastern, southeastern, northwestern, southwestern, northeaster; (line 4) southeaster, northwester, southwester, downward, outward, upward, inward, onward.

PLATE 71.



EXPRESSION OF NUMERALS, FRACTIONS, ETC.

23. Eight and eighteen are best expressed by the Arabic characters, as conflicts would result from the use of the shorthand signs. The other digits, and numbers up to 19 inclusive may be safely written in shorthand; see plate 72, line 1: 1, 2, 3, 4, 5, 6, 7, 9, 10; (line 2) 11, 12, 13, 14, 15, 16, 17, 19.

24. The syllable "ty" (as in "twenty," "thirty," etc.) means "ten times," viz.: 20 equals ten times 2; 30 equals ten times 3, etc. This "ty" syllable may be expressed by a long stroke written in the direction of Ru, and attached to the digit; see plate 72, line 3: 20, 30, 40, 50, 60, 70, 80, 90.

25. The sign Und is used to represent "hundred"; Uth to represent "thousand"; Mul, "million"; Bu-Len, "billion"; Tru-Len, "trillion," etc. These signs are especially valuable in writing mixed denominations (such as 1,007,003), which are most safely written just as heard, viz.: "one million, seven thousand, and three," etc. For illustration, see plate 72, line 4: 100, 1,000, 1,000,000, 20,000, 30,000,000, 100,000, 100,000,000, 3,000,000,000; (line 5) 5,000,020,002, 20,040,030.

26. Conflict between "dollars" and "days" is avoided by omitting the circle from the outline for "dollars," trusting to the remainder of the phrase to indicate the plural idea. See plate 72, line 5: Twelve days, twelve dollars.

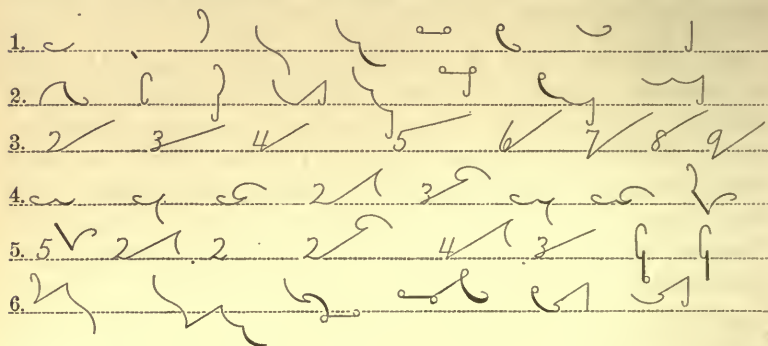
27. In phrases like "three or four," etc., the consonant sound of "or" may be expressed by either Ru or the R-hook, in order to facilitate phrasing; see plate 72, line 6: Three or four, four or five, five or six, six or seven, seven or eight, nine or ten.

28. When occurring singly, "one" and "six" are more safely written in shorthand, as the figures conflict with shorthand characters (Chu, Ju, and Theses).

29. In writing fractions, omit the dividing line, viz: $\frac{1}{2}$, $\frac{3}{4}$, etc.

In case of mixed numbers, where only one of the denominator is given, omit the numerator and write the denominator (if less than ten) as a superior figure, viz.: 2^3 ($2\frac{1}{3}$), 5^8 ($5\frac{1}{8}$). If the fraction is one-tenth, or more, both terms must be written in order to avoid conflict with cents, which are written with superior figures. Contrast the following: 5^8 ($5\frac{1}{8}$), 5^{08} ($\$5.08$); 3_{10}^1 , 3^{10} ($\3.10). In writing dates, sink the numeral indicating year below that indicating month, thus avoiding possible conflict with dollars and cents, etc. Contrast: July 10_{95} ; July, 10^{95} ($\$10.95$).

PLATE 72.



STATES, TERRITORIES, FOREIGN COUNTRIES, CITIES, ETC.

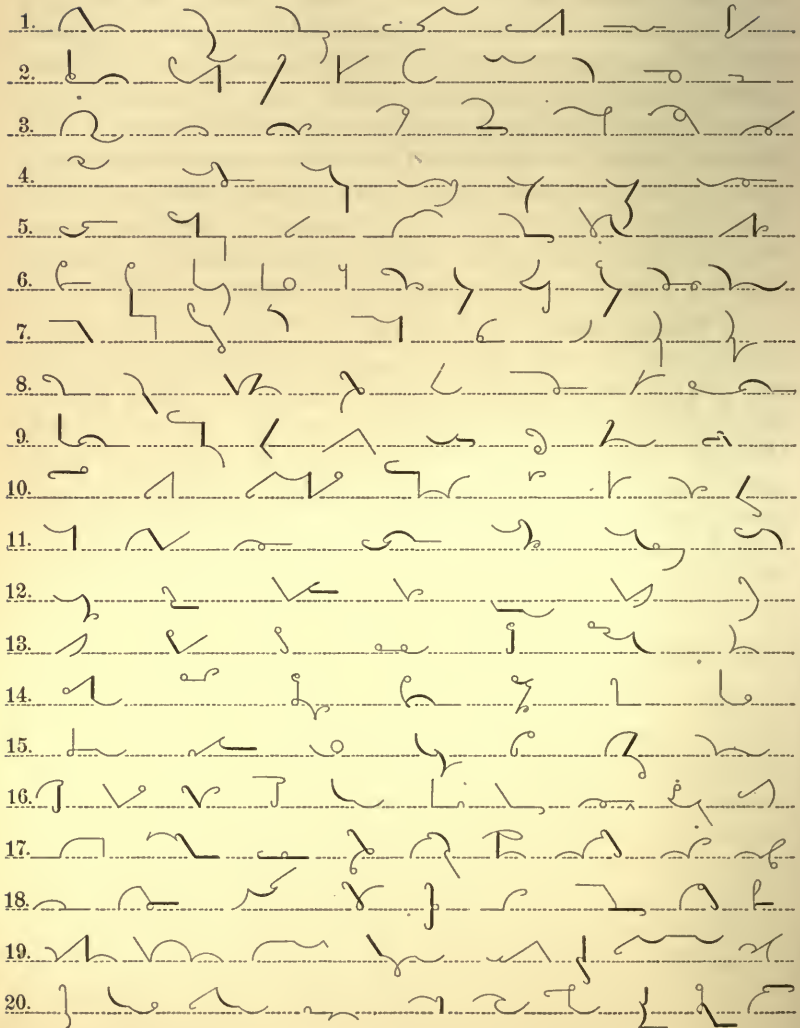
30. **States and Territories.**—Plate 73, line 1: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware; (line 2) District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky; (line 3) Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri; (line 4) Montana, Nebraska, Nevada, New Hampshire, New York, New Jersey, New Mexico; (line 5) North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island; (line 6) South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

31. Foreign Countries and Grand Divisions.—Plate 73, line 7 : Cuba, Philippines, Hawaii, Canada, Alaska, Asia, Austria, Australia ; (line 8) Africa, Arabia, Belgium, Brazil, China, Corsica, Chili, Central America ; (line 9) Denmark, Equador, Egypt, Europe, England, France, Germany, Great Britain ; (line 10) Greece, Haiti, Honduras, Guatemala, Holland, Italy, Ireland, Japan ; (line 11) India, Liberia, Mexico, North America, Netherlands, Nova Scotia, Norway ; (line 12) New Zealand, Portugal, Paraguay, Poland, Patagonia, Persia, Prussia ; (line 13) Russia, Siberia, Spain, Saxony, Sweden, Scandinavia, Siam ; (line 14) Sardinia, Scotland, Switzerland, South America, Sandwich Islands, Turkey, Tunis ; (line 15) Tuscany, Uruguay, United States, Venezuela, Wales, Algiers, Roumania.

32. Foreign Cities.—Plate 73, line 16 : London, Paris, Berlin, Canton, Vienna, Tokio, Pekin, Moscow, Constantinople, Warsaw ; (line 17) Calcutta, Hamburg, Glasgow, Brussels, Liverpool, Amsterdam, Melbourne, Milan, Marseilles ; (line 18) Munich, Leipsic, Shanghai, Breslau, Dresden, Cologne, Copenhagen, Lisbon, Stuttgart ; (line 19) Rotterdam, Palermo, Lucknow, Barcelona, Antwerp, Dublin, Hong Kong, Montreal ; (line 20) Trieste, Venice, Havana, Yokohama, Madrid, Manila, Christiana, Dantzic, Strousburg, Leghorn.

PLATE 73.

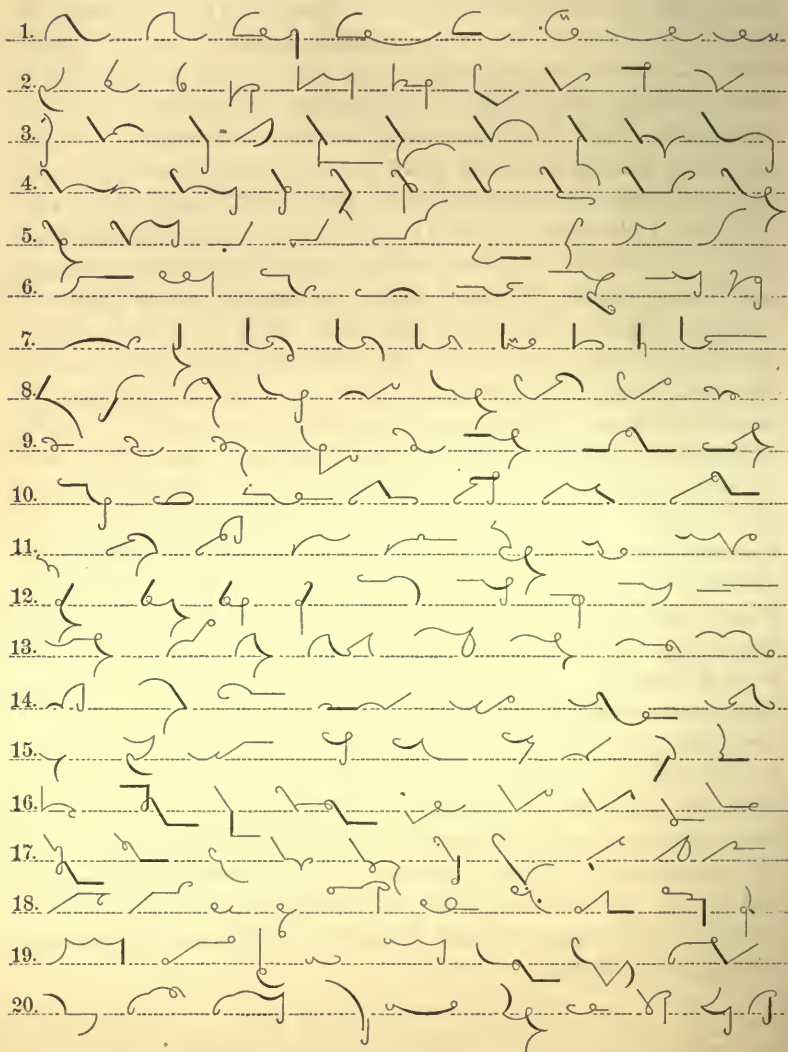
STATES, TERRITORIES, FOREIGN COUNTRIES, AND FOREIGN CITIES.



33. **Cities and Towns of the United States.**—Plate 74, line 1 : Albany, Altoona, Alexandria, Alexander, Allegheny, Alliance, Anderson, Ansonia ; (line 2) Asheville, Atchison, Athens, Atlanta, Toronto, Atlantic City, Attleboro, Auburn, Augusta, Aurora ; (line 3) Austin, Baltimore, Baton Rouge, Battle Creek, Bethlehem, Bellaire, Butler, Beverly, Binghamton ; (line 4) Birmingham, Bloomington, Boston, Bridgeport, Bristol, Buffalo, Brooklyn, Brookline, Brownsville ; (line 5) Bruceville, Burlington, Cairo (Ill.), Cairo (Egypt), Carlisle, Chattanooga, Chelsea Cheyenne, Shiloh ; (line 6) Chicago, Cincinnati, Cleveland, Columbia, Concord, Council Bluffs, Covington, Charleston ; (line 7) Cumberland, Danville, Danvers, Denver, Davenport, Defiance, Des Moines, Detroit, Dunkirk ; (line 8) Edgewater, Elgin, Elizabeth, Evanston, Emporia, Evansville, Fall River, Florence, Fort Madison ; (line 9) Fort Scott, Fort Wayne, Fort Smith, Fostoria, Fresno, Gainesville, Galesburg, Gloversville ; (line 10) Galveston, Gloucester, Hackensack, Hoboken, Hagerstown, Hannibal, Harrisburg ; (line 11) Hartford, Haverhill, Hazelton, Helena, Holyoke, Hornellsville, Independence, Indianapolis ; (line 12) Janesville, Jeffersonville, Jefferson City, Jersey City, Kalamazoo, Kingston, Kansas City, Kenosha, Keokuk ; (line 13) Knoxville, Lawrence, Louisville, Leavenworth, Manchester, Mansfield, McKeesport, Memphis ; (line 14) Middletown, Mobile, Milwaukee, Montgomery, New Orleans, New Brunswick, New Haven ; (line 15) New York, Nashville, Newark, Norristown, Norfolk, Norwich, Omaha, Orange, Oswego ; (line 16) Ottumwa, Ogdensburg, Paducah, Parkersburg, Paterson, Peoria, Peru, Passaic, Peekskill ; (line 17) Petersburg, Pittsburg, Philadelphia, Portland, Portsmouth, Providence, Pueblo, Rahway, Rochester, Roanoke ; (line 18) Rock Island, Rockland, St. Cloud, St. Louis, Sacramento, San Francisco, Santa Fe, Saratoga, Schenectady, Sioux City ; (line 19) Shenandoah, Syracuse, Titusville, Union, Uniontown, Vicksburg, Valparaiso, Wilkesbarre ; (line 20) Waukesha, Williamsport, Wilmington, Watertown, Yonkers, Zanesville, Woonsocket, Ypsilanti, Washington, London.

PLATE 74.

CITIES AND TOWNS OF THE UNITED STATES.



CHAPTER XVI.

ALPHABETICAL ARRANGEMENT OF WORD SIGNS, ETC.

1. In the various chapters will be found word signs, etc., arranged in order of the Phonographic alphabet, and if the student has complied with the suggestion of par. 30, page 70, he will possess a list grouped according to the principle involved, specially convenient for the reader of unkeyed Phonography. An additional presentation of the word signs, etc., is here given in tabular form, specially designed for reference while writing, the words being arranged in the order of the Roman alphabet. The list has been swelled by a few desirable forms, as well as by a few outlines introduced for purpose of comparison.

2. Where the same sign is presented for two or more words, there need be no fear of legitimate conflict, and the student should feel no timidity in using it. The practise would not be recommended if experience had not demonstrated its safety. The context will guide in determining the word to be read, as it does in longhand in cases of words spelled alike, as "read," "row," "tear," etc., viz.: "They may tear the paper," "She dropped a tear," "She may read," "They have read," "Jacob may take the oars and row," "They caused a row." Where the context cannot be depended upon to distinguish, words having the same form are placed in different positions, without regard to their vowels; for instance, "do" in the second to distinguish it from "had" in the third. Many words like "may," "me," "at," "by," etc., are introduced in most text-books among the word signs. But as they are full forms and written in their vowel position, they are here omitted as unnecessarily swelling the word-sign lists. In this connection, the student should remember that single-stem forms (whether simple, like Pu, or a group-sign, like Pus) should be written in vowel position unless otherwise specified.

WORD SIGNS ALPHABETICALLY ARRANGED.

Angel <i>∟</i>	Appearance <i>∟</i>	Because <i>—</i>	Common <i>∟</i>
Awe-Already <i>'</i>	Ability <i>∟</i>	Belief-ve <i>∟</i>	Child <i>∟</i>
All <i>∟</i>	Alone <i>∟</i>	Beyond <i>∟</i>	Children <i>∟</i>
About <i>∟</i>	Again <i>—</i>	Barrel <i>∟</i>	Circumstance <i>∟</i>
A <i>∟</i>	Above <i>∟</i>	(Bushel) <i>∟</i>	Company } (Co.) } <i>—</i>
An-And <i>∟</i>	Amount <i>∟</i>	Been <i>∟</i>	Care <i>∟</i>
Arrive <i>∟</i>	(Account) <i>—</i>	Before <i>∟</i>	Cared <i>∟</i>
(Leave) <i>∟</i>	Average <i>∟</i>	Behind <i>∟</i>	Call <i>∟</i>
Accord-ing <i>∟</i> -ly <i>∟</i>	Acknowledge- -ment <i>∟</i>	Begin <i>—</i>	Called <i>∟</i>
Advantage <i>∟</i>	Astonish- -ment <i>∟</i>	Begun <i>—</i>	Court <i>∟</i>
Assure <i>∟</i>	As it <i>∟</i>	Began <i>—</i>	Can <i>—</i>
Advertisement <i>∟</i>	As well as <i>∟</i>	Bank <i>∟</i>	Cannot <i>—</i>
Any <i>∟</i>	As much as <i>∟</i>	Bankrupt <i>∟</i>	Correct <i>—</i>
Are <i>∟</i>	Able to <i>∟</i>	Bankruptcy <i>∟</i>	Collect <i>—</i>
As <i>∟</i>	At our <i>∟</i>	Beginner <i>∟</i>	Cheerful-ly <i>∟</i>
As-has As-is <i>∟</i>	At all <i>∟</i>	Balance <i>∟</i>	(D)
Awhile <i>∟</i>	At once <i>∟</i>	By all <i>∟</i>	Dollar <i>∟</i>
Aware <i>∟</i>	Appropriate <i>∟</i>	Board <i>∟</i>	Do <i>∟</i>
Await <i>∟</i>	(B)	Build-t <i>∟</i>	Doctor <i>∟</i>
After <i>∟</i>	But <i>∟</i>	(C)	Dear <i>∟</i>
Appear <i>∟</i>	Be <i>∟</i>	Could <i>—</i>	During <i>∟</i>

PLATE 76.
WORD SIGNS.
(Continued.)

Difficult-y	Formal	Had	Is-as is-his
Differ-ent -ence	Former	Had not	Infer
Defendant	Favor	His	Inferred
Did not	Familiar -ity	Has	Inference
Do not	Forget	Has-as has-his	Into
(E)	Forgot	Hundred	In consequence
Ever	Forgive-n	Hand	Inexperience
Every	Further	However	Information
Entire	(G)	How	In order to
Embarrass	Give-n	Him	Irregular -ity
Equal-ly	Gave	He	Is it
Equality	Gives	His own	In our
Experience	Good	(I)	In all
Establish -ment	Guard	It	Indispen- sable
(F)	Great	Itself	Intelligent
For	General-ly	Influence	Intelligence
Fact	Gallon	Issue	(J)
First	Gentleman	Importance	Junior
Full-y	Gentlemen	Important	(K)
Follow	(H)	Impossible	Knowledge
From	Hope Happy	-ity	
For our	Have	Improve -ment	(L)
		Improved	Large
		Is	

PLATE 77.
WORD SIGNS.
(Continued.)

Language.....	Manufac- turer.....	Of it (ov it).....	Objection.....
Long.....	Manufac- tory.....	Of their (ov thr).....	Objective.....
Lord.....	Machinery.....	Or.....	(P)
Larger.....	Manu- script.....	On.....	Party.....
Longer.....	Manner.....	On-to.....	Put.....
Legislature.....	(N)	Onward.....	Pleasure.....
Last week.....	Next.....	Often (ofn).....	Prove.....
Enlarge.....	New.....	(Even).....	Professor.....
Enlarged.....	Now.....	Over.....	Particular.....
(M)	Nature.....	Offer.....	Part.....
Mr.....	Natural-ly.....	One.....	Plaintiff.....
Mere.....	Not.....	(When).....	Position.....
Murder.....	Near } Nor }	Other.....	Possession.....
More.....	Number.....	Ought.....	Purpose.....
Martyr.....	Neither.....	Ought (to) have.....	Publish } Public }
Million.....	Neverthe- less.....	O-oh-owe.....	Publication.....
Much.....	Notwith- standing.....	Opportunity.....	Publisher.....
Movement.....	Never.....	Own.....	Proper.....
May have.....	Next week.....	Owned.....	Property.....
May be.....	(O)	Opinion.....	Propriety.....
May not.....	Of.....	Opposition.....	Politics.....
Manufac- ture.....	Of all (ov awl).....	Object.....	Peculiar-ity.....

PLATE 78.
WORD SIGNS.
Continued

(Q)

Quite - Several e The . Transgress 1

Quality 1 Supt. 0 To be 1 Transform 1

Qualify	Shall	Together	Transportation
---------	-------	----------	----------------

(R)

Sure-ly 2 Think 1 This week 6

Real Estate	Somewhat	Thank Thousand	Turn
-------------	----------	-------------------	------

Read.....	Short.....	Them.....	(U)
-----------	------------	-----------	-----

Rail.....✓	Secure.....	Though.....(United States.....o
------------	-------------	--------------	---------------------

Railway 	Skill 	These 	Use (noun) 
---	---	---	--

Remember λ Scale e This 6 Us 2

Remem- brance	School	Those	Use (verb)
------------------	--------	-------	------------

Remark	Surprise	English Thing	Under
--------	----------	---------------	-------

Regular-ity	Spirit	That	Usual-ly
-------------	--------	------	----------

Represent		Southern		Thought		Upon	
-----------	---	----------	---	---------	---	------	---

Representation	Satisfaction	Till Tell	(v)
----------------	--------------	-----------	-----

Representative	Subject	Told	Very
----------------	---------	------	------

Regard	Subjection	Toward	Value
--------	------------	--------	-------

Regard	Subjective	Their	Value
Regret	Subjective	There	Valued

Regret	Disapprove	They are	Value
Rather	(T)	They have	(W)

return

Return ✓ To Throughout ✓ Who ✓

(S) Too _____ There were _____ Whom _____

Should _____ Two _____ There ought _____ Whose _____

Satisfactory 9 Time 1 There would 2 Wish 3

PLATE 79.
WORD SIGNS.

Continued

Will (verb)	Why	Whenever	Which are
Will (noun)	Way	Whoever	Which were
Was	While	Who have	Writer
Which	Where	We will	Would it not
Without	When	We may	Were not
Within	Want	We can	Were not
We-with	Word	Withheld	We are not
Were	Withal	Withhold	We will not
What	Whatever	Withstand	Will have
Would	Whichever	Withstood	Whether
Year		With all	World
Your		You	Yet

TICK, CIRCLE AND SEMICIRCLE PHRASES.

Of the	And how	As to	With his-us
Or the	On a-an	As to the	And we
To the	On the	Of his-us	And with
But the	Should the	To his-us	But we
Of a-an	Is the	And is-his	But were
To a-an	He is	And as-has	And you
And he	On his-us	Is as	And you
And who	He has	Is his	should
And the	Has the	As is	But you
And a-an	As the	As has	But you
And to	Has a-an	Who are	And I
	As a-an	Whoever	You and I
		Who have	
		Ought	
		(to) have	

3. Where the same outline stands for several different words which differ simply in their terminations, such terminations are appended with a hyphen, instead of writing each word in full, viz.: Differ-ent-ence.

4. The word signs and contractions should be so thoroughly memorized that they can be written at a high rate of speed, and read without hesitation.

5. The form for "read" given on page 251 represents the present tense; the past tense of "read" is represented by Ru-Du-2, for sake of distinction.

CHAPTER XVII.

MISCELLANEOUS PHRASES.

1. The phrases in plates 80 to 85 are those which are liable to be encountered in ordinary dictation, and should be thoroughly familiarized. Copy them from the plate, verifying by reference to the keys. Then write them from the keys (from dictation if possible), verifying by comparison with the notes in the plates. Thus, not only will valuable phrases be acquired, but knowledge of the word signs be strengthened—the phrases being largely combinations of word signs. Before engaging in this practise, carefully study the following paragraphs.

SPECIAL PHRASING EXPEDIENTS.

2. The coalescent Yuh *written on the line* for "you" and *beginning a phrase* may be joined as a hook to any descending stem without danger of being read for an L or an R hook—as under such circumstances no one of the three vowel positions would cause the hook to rest upon the line. See plate 80, line 1, and compare: Dry, dray, drew, you had; three, throw, threw, you say. Of course, there would be risk attending the extension of this idea to "you" in the middle of phrases, as in "if you do," etc. However, Yuh may be

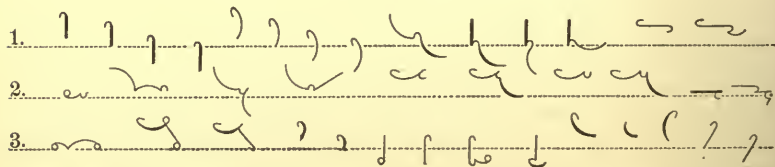
turned as a hook upon the back of a *curved* stem under any circumstances, as the R or the L hook never occurs in such situations; see plate 80, line 1: If you have, do you have, do you think, do you know.

3. No conflict results from joining Weh (representing "we") as a hook to Ku in the phrase "we can" and derivative phrases; see plate 80, line 1: We can, we cannot. Confine the practise to these two phrases.

4. "We," "with," and "you" may be joined at the end of phrases, and the "you" semicircle may open upward or downward as the joining requires. See plate 80, line 2: Sent you, remit you, if you think, if you are, when we, when we have, when you, when you have, together with, connect with the.

5. Ordinarily the use of more than one sign for a word is objectionable, as productive of hesitation and consequent loss of speed. In a few cases, however, it is found desirable to reconstruct current forms to meet the requirements of valuable phrases, on account of the great gain in facility of writing. The common examples given here, as well as such as may be extemporized by the reporter to meet the emergencies of his practise, should be thoroughly memorized. See plate 80, line 3: Sometimes, in response, in reply, there ought, there would, at once, at all, at all events, at any rate (atnrate), of all (ovall), of it (ovit), with all, which are, which were.

PLATE 80.



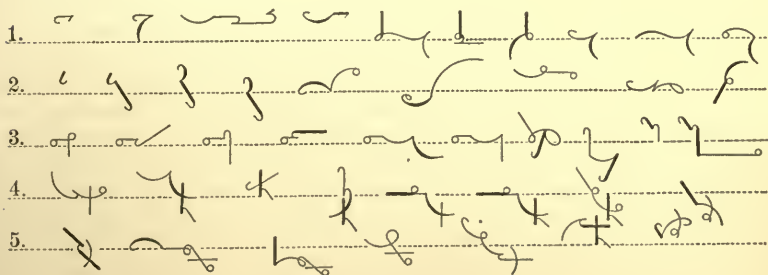
PHRASES WITH WORDS OMITTED.

6. In the following phrases, the words and syllables placed in parentheses may be safely omitted if the resulting outlines are memorized; see plate 81, line 1: According (to) the, according (to) your, in connection (with) the, in regard (to) the, days (of the) month, days (of the) week, days (of the) year, one (of) them, many (of) them, some (of) them; (line 2) ought (to) have, ought (to) have been, there ought (to have) been, there would (have) been, more (or) less, sooner (or) later, in (con)sequence, one (of) the most, years (of) age.

TITLES, STYLES, AND INTERSECTED PHRASES.

7. See plate 81, line 3: Secretary (of) State, Secretary (of) War, Secretary (of the) Treasury, Secretary (of) Agriculture, Secretary (of the) Navy, Secretary (of the) Interior, Postmaster General, Attorney General, Board (of) Trade, Board (of) Directors. In writing intersected phrases, strike Tu through an outline for "committee"; Du-Prt for "department"; Us-Iss-Eshon for "association"; Us for "society"; Ku for "company." See plate 81, line 4: Finance Committee, Navy Department, War Department, Treasury Department, Executive Committee, Executive Department, Postoffice Department, Bar Association; (line 5) Bible Society, American Express Company, Adams Express Company, United States Express Company, Philosophical Society, Legal Department, Building and Loan Association.

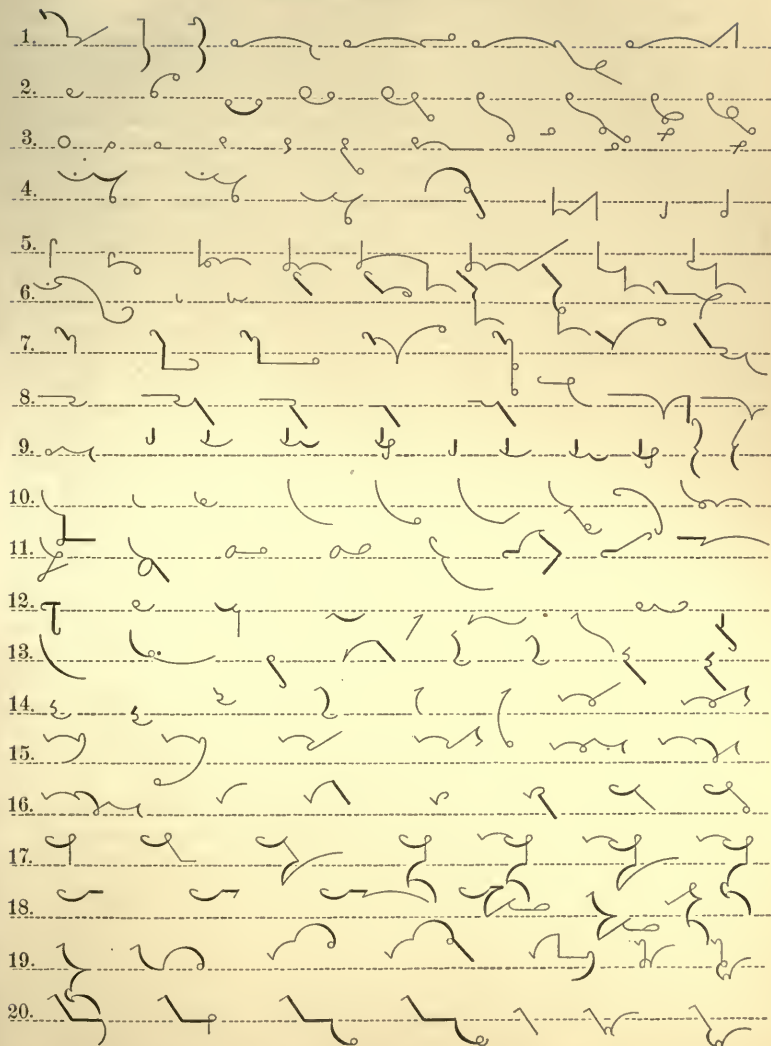
PLATE 81.



SEE PLATE NO. 82.

8. Line 1 : All over the country, and it was, and there was, as a matter of fact, as a matter of course, as a matter of principle, as a matter of right ; (line 2) as-has not, as well as, as long as, as soon as, as soon as possible, as far as, as far as possible, as fast as, as fast as possible ; (line 3) as is, as the-he, as a, as to, as to the, as to please, as to make, and is-his, and as-has, and is the, and as-has the ; (line 4) anything else, anyone else, no one else, always been, at maturity, at hand, at once ; (line 5) at all, at all times, at the same time, at some time, at some other time, at some time or other, at any time, at one time ; (line 6) any further information, but if, but if not, by all, by all means, by that time, by this time, Board of Counsel ; (line 7) Board of Trade, Board of Education, Board of Directors, Board of Freeholders, Board of Trustees, Bondholders, be kind enough ; (line 8) cannot, cannot be, can be, could be, could not be, calls for, carload, car lot ; (line 9) certain that, did not, did not know, did not intend, did not understand, do not, do not know, do not intend, do not understand, either of them, each of them ; (line 10) few days ago, for it, for it is not, for there-their, for there is, for there are, for the present, further than, for some time ; (line 11) for such as are, Free on Board (f. o. b.), first class, first inst., fulfill their, greatly oblige, greater than, give the matter ; (line 12) great deal of, has-as not, hundred-weight, how long, how much, how many, how far, has not known, had not been ; (line 13) have there-their, have seen their, has been, he will be, he was not, I was not, he would be, who would be ; (line 14) he would not, who would not, I would not, I was not, I think, I think there is, I am sorry, I am sorry that the ; (line 15) I am sure, I am sure there is, I am aware, I am aware that the, I am certain that, I am very sorry that ; (line 16) I am very certain that, I will, I will be, I will not, I will not be, in reply, in response ; (line 17) in receipt, in respect, in reply to your letter, in receipt of your favor, I am in receipt of your favor, I am in receipt of your letter, I am in receipt of your valued favor ; (line 18) in regard, in regard to the, in regard to the matter, in regard to your request, I have your request, I received your favor ; (line 19) I have your valued favor, I have always, I will always, I will always be, I will take pleasure, I trust you will, I trust that you will ; (line 20) I beg to say, I beg to state, I beg to advise, I beg to advise you, I hope, I hope you will, I hope that you will.

PLATE 82.
MISCELLANEOUS PHRASES.

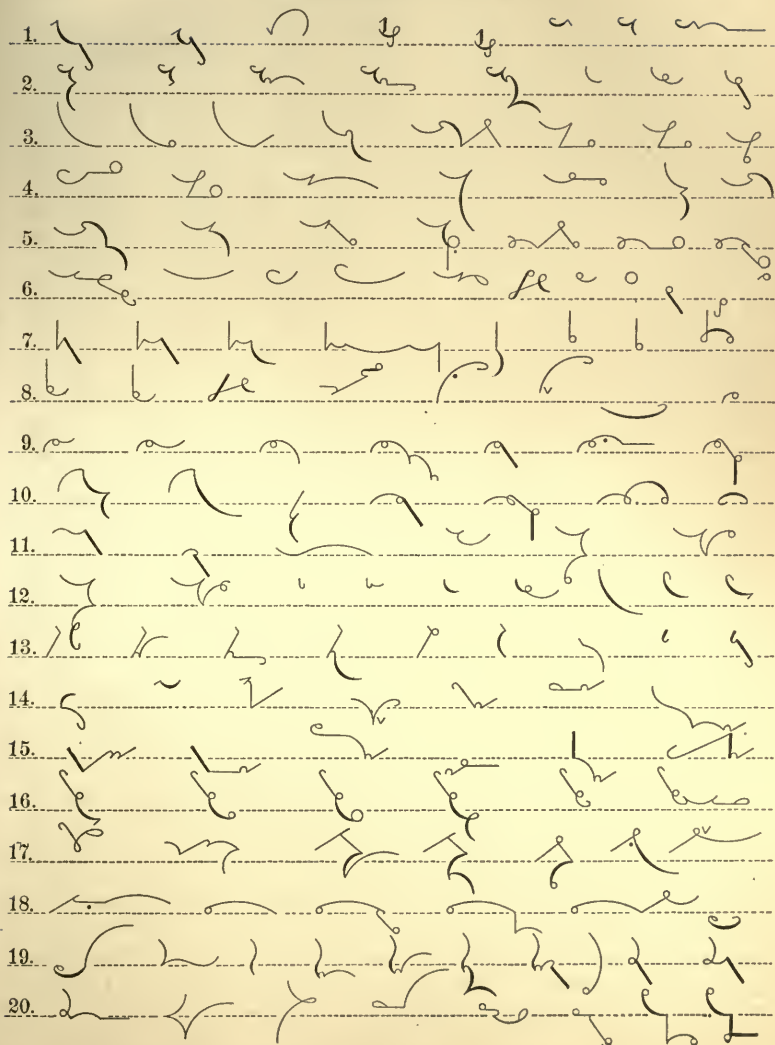


SEE PLATE NO. 83.

9. Line 1: I have been, I have not been, I will see, I did not understand, I do not understand, in order to, in order that, in order to make; (line 2) in order that they, in order that the, in order that you may, in order that you can, in order that there may be, if it, if it is not, if it has been; (line 3) if there-their, if there is, if there are, if you have, in every respect, in which case, in such case, in as much as; (line 4) in all cases, in such cases, in the matter, in the other, in consequence, if he was, in every; (line 5) in every way, in the way, in the price, in this city, in some respect, in some cases, in some places; (line 6) enclosed please find, in there-their, in all, in all their, in the most, is just received, is not, is as, is to be, is at hand, is the-he; (line 7) it should be, it should not be, it should not have, it should not enter into, it was, it is, it has, it is impossible; (line 8) it is not, it has not, just received, kind regards, later than, lighter than, longer than, let us; (line 9) let us not, let us know, let us hear, let us hear from you, let us be, let us make, let us proceed; (line 10) leave them, leave their, much of them, must be, must proceed, must always, more than; (line 11) might not be, may not be, no matter, not only, nothing else, nothing less; (line 12) nothing else than, nothing less than, or if, or if not, of it, of its own, of their, of all, of all the; (line 13) of which, of which you will, of which you can, of which you have, of such, of them, of our, ought (to) have, ought to have been; (line 14) older than, on hand, on the contrary, our line, per yard, stock-yard, farm-yard; (line 15) barn-yard, back-yard, square-yard, yard-stick, door-yard, railroad-yard; (line 16) please have the, please advise, please advise us, please advise them, please find, please find enclosed; (line 17) price list, return mail, reply (ing to) your letter, reply (ing to) your favor, respectfully yours, receive their, resign their; (line 18) reclaim their, some other, some other place, some other time, some other reason, sooner than; (line 19) sooner or later, so many, so that, so that you may, so that you will, so that there may be, so that you will not be, so there is, so as to be, so as not to be; (line 20) so as to make, shareholder, officeholder, stockholder, second inst., second place, several times, several days ago.

PLATE 83.

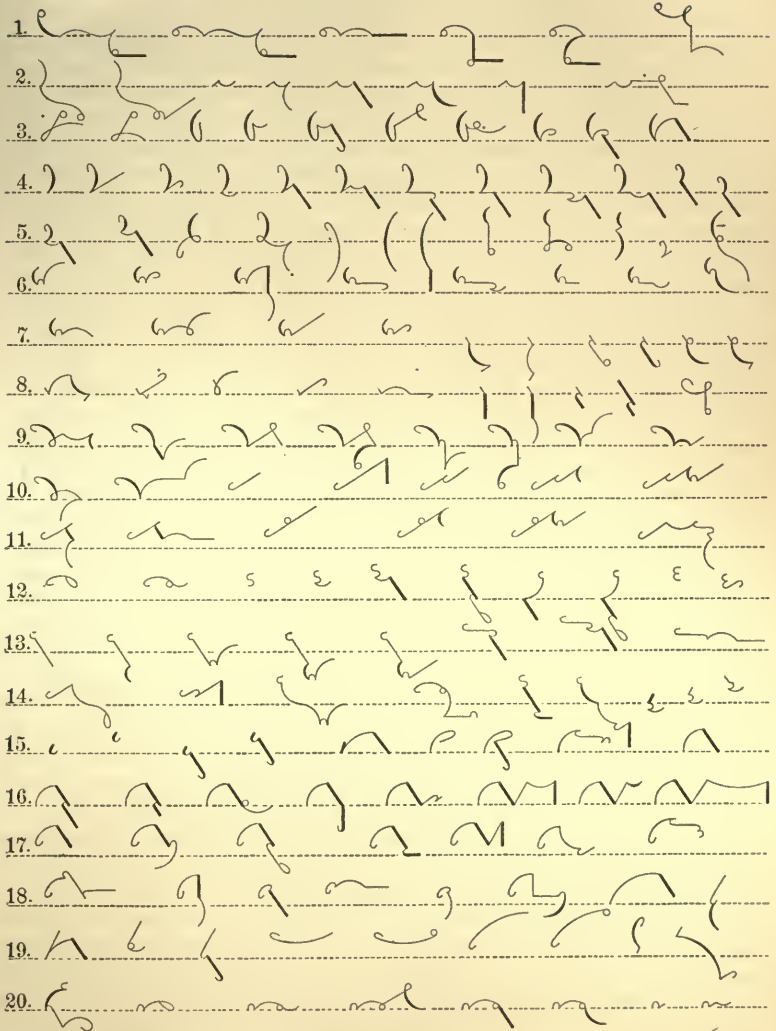
MISCELLANEOUS PHRASES.



10. Line 1 : Several months ago, some months ago, some time ago, some days ago, some years ago, since that time ; (line 2) so far as, so far as you are, should not, should not think, should not be, should not have, should not do, should not expect ; (line 3) such as will, such as may, they have, they have not, they have not been, they have received, they have not seen, they will not, they will not be, they will be ; (line 4) they are, there are, there are not, they are not, there should be, there should not be, there can be, there could not be, there ought to be (ther-awt to be), there would be (ther'd be) ; (line 5) there would not be, there ought not to be, this line, there is nothing, through there-their, the other, the other day, that it is, that it is impossible, that he was, throughout the, thus far ; (line 6) that you will, that you will not, that you will do so, that you can, that you cannot, that you could, that you could not, that you have ; (line 7) that you may, that you may as well, that you are, that you are not, to have the, to think the, to please, to believe, to save, to save the ; (line 8) to leave the, to arrive, to sell, to run, to make the, to do, to do so, to build, to be built-to be able to, unless it is ; (line 9) very certain that, very badly, very respectfully, very respectfully yours, very truly, very truly yours, very little, very moderate ; (line 10) very small, very likely, we are, we are ready, we are aware, we are aware that, we are aware that you are ; (line 11) we are able to think, we are able to make, we are sorry, we are sorry that, we are sorry that you are, we are inclined to think ; (line 12) we must, we must not, we would, we would not, we would not be, we would be pleased, we shall be, we shall be pleased, we were, we were not ; (line 13) we hope, we hope that, we hope you will, we hope that you will, we hope that you are, we can be, we cannot be, we can make ; (line 14) we are forced, we are not ready, we fear you will, we must ask you, we would be glad, we have forwarded, who would not, he would not, I would not ; (line 15) who have, ought to have, who have been, ought to have been, who will be, will have, will have been, will call on you, will be ; (line 16) will be able, will be able to, will be seen, will be done, will be rented, will be renewed, will be ruined, will be rendered ; (line 17) we will be, we will be sure, we will be pleased, we will be glad, we will be ready, we will forward, we will call on you ; (line 18) we will procure, we will do so, we will not be, we will not make, we will not say, we will take pleasure, will there be, which of them ; (line 19) which will be, which is not, which have been, when there-their, when there is, while there-their, while there is, with all the, whether or not ; (line 20) with your permission, you must, you must not, you must receive, you must be, you must have, you should, you should not.

PLATE 84.

MISCELLANEOUS PHRASES.

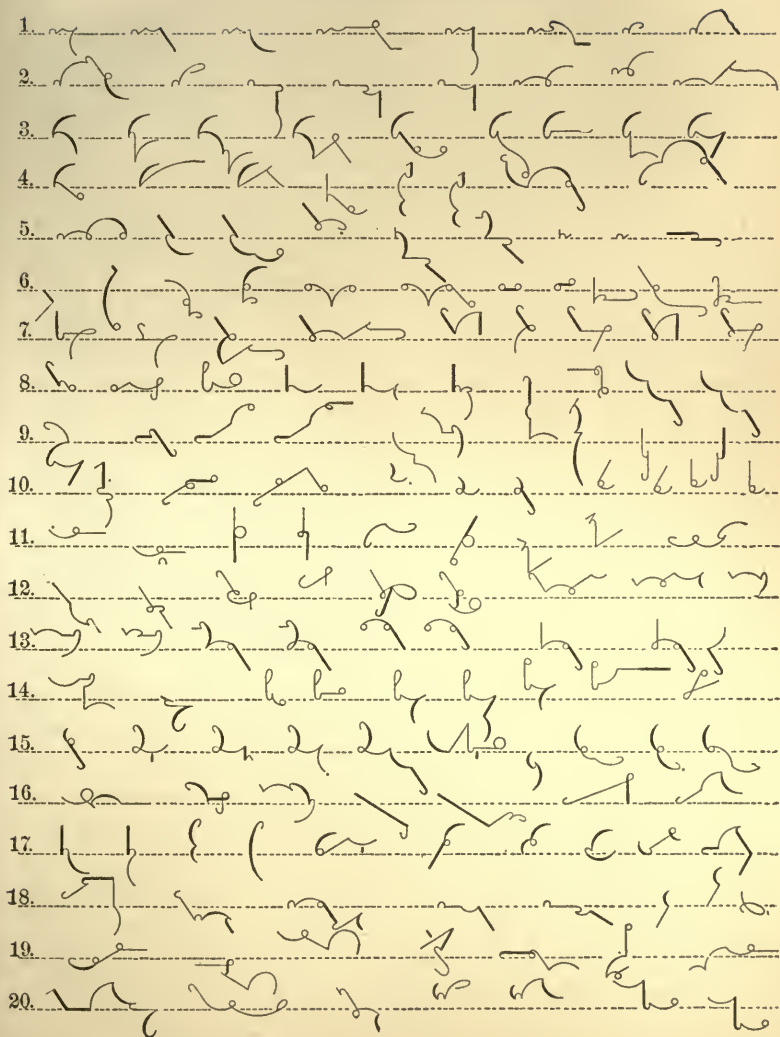


SEE PLATE NO. 85.

11. Line 1: You should not think, you should not be, you should not have, you should not expect, you should not do so, you should not forget, you will not, you will be ; (line 2) you will perceive, you will have, you can do so, you cannot do, you could not do, you may as well, you might as well, you may require ; (line 3) your favor, yours truly, yours very truly, yours very respectfully, your own business, your own affairs, your own account, your own time, your own knowledge ; (line 4) your price, your letter, your reply, at present, I did not think that, I do not think that, we have always been, we will always be ; (line 5) you must always, above all, above all things, business man, but there can be, and there can be, but you should, and you should, again and again ; (line 6) about which, although there is, our statement, your statement, as early as, as early as possible, as good as, as great as, Atlantic Ocean, Pacific Ocean, transatlantic ; (line 7) defendant's counsel, plaintiff's counsel, best of your recollection, best of my recollection, bill of lading, bill of sale, bill of exchange, bills of lading, bills of exchange ; (line 8) bill of particulars, certain extent, constitution of the United States, do you know, do you know that, do you mean to say, during that time, extra session, ever have been, have ever been ; (line 9) from your own knowledge, great number of, greater or less, greater or less degree, half an hour, here and there, hither and thither, out of town, down town ; (line 10) I decline to say, House of Congress, House of Representatives, is it not, as it is-has not, as it has been, which is not, which has not, it is not, it has not ; (line 11) insurance company, news company, it is said, it is true, well known, just as much as, to the contrary, on the contrary, once in a while ; (line 12) party of the first part, party of the second part, personal estate, real estate, Postmaster General, President of the United States, promissory note, I am certain that, I am sure ; (line 13) I am quite sure, I am not quite sure, and there must be, and there seems to be, seems to be, seems to have been, it must have been, it seems to have been, shall have been ; (line 14) in a short time, to call your attention, state of facts, state of the case, state of New York, state of New Jersey, city of New York, city of Chicago, such as are ; (line 15) that has been, there is no, there is no doubt, there is nothing, there has never been, variety of causes, than it was, this afternoon, this evening, this forenoon ; (line 16) United States of America, very great extent, I am very sure, to be obtained, to be borne in mind, where do you reside, where do you live ; (line 17) do you have, do you

PLATE 85.

MISCELLANEOUS PHRASES.



think, with all that, with all their, yes or no, years of age, years old, your honor, have not received, greatly obliged ; (line 18) we regret to say, we hope you may be able to, you must be aware that, you could not be, you cannot be, without which, that which, faster than ; (line 19) owner's risk, accident policy, insurance policy, original application, gross premium, settlement certificate, mutual insurance company ; (line 20) I beg leave to call your attention, principal and interest, I presume that, that you will have, that you live, in defense, in advance.

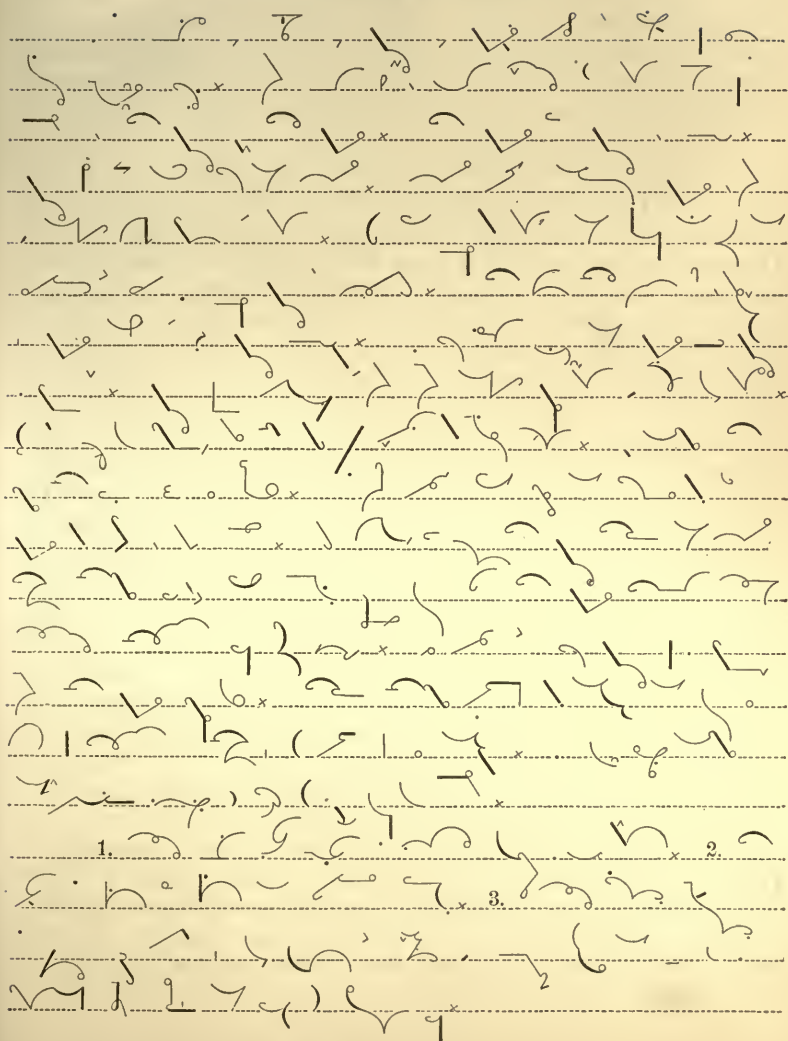
EXERCISES ON VARIOUS EXPRESSIONS OF R AND L.

SEE PLATE NO. 86.

12. The Kellys and the Coles, and the Bowers and the Barrows, residents of Winslow, had some fierce and furious affrays. Paul Kelly stated to Nellie Myers that Polly Cole had gossiped to Mr. Bowers about Mrs. Barrows. Mr. Barrows called Bowers to account. Bowers said he got the information from Neal Morris, Morris referred the inquiring Barrows to Paul, who in turn laid the blame on Polly. Then when accused by Polly, Neal denied any share in the circulation of the story, and accused Bowers of misrepresentation. Mr. Elm and Mrs. Lamb tried to pacify them, but Barrows insisted on holding Bowers accountable. An affray consequently ensued, in which Barrows gave Bowers a black eye. Bowers took revenge on Paul, and Paul in turn abused Polly, who whistled for the police. They were all arrested for breaking the peace, and brought before Judge Riley by Officer Early. Two neighbors, Mr. Bruce and Mr. Clay, were called as witnesses. The trial resulted in all the participants in the fracas being fined, Barrows being obliged to pay the costs. Upon leaving the court-room, Mr. Bowers, Mr. Clay, Neal Morris, Mr. Elm, and Mr. Bruce went to the nearest café to discuss the affair, while Mr. Barrows, Mr. Kelly, Miss Cole, Miss Myers, and Mrs. Lamb wended their way homeward. As the result of the affray Bowers had a black eye, and Paul and Mr. Barrows bruised faces. Mr. Clay and Mr. Bruce regret being involved in the affair, as also do Mrs. Lamb and Mr. Elm, but they regard it as unavoidable. A few senseless neighbors enjoyed the wrangle immensely, as it furnished them abundant food for gossip.

PLATE 86.

VARIOUS EXPRESSIONS OF R & L.



13. Sentences Illustrating Various Expressions of the "Lr" Syllable.

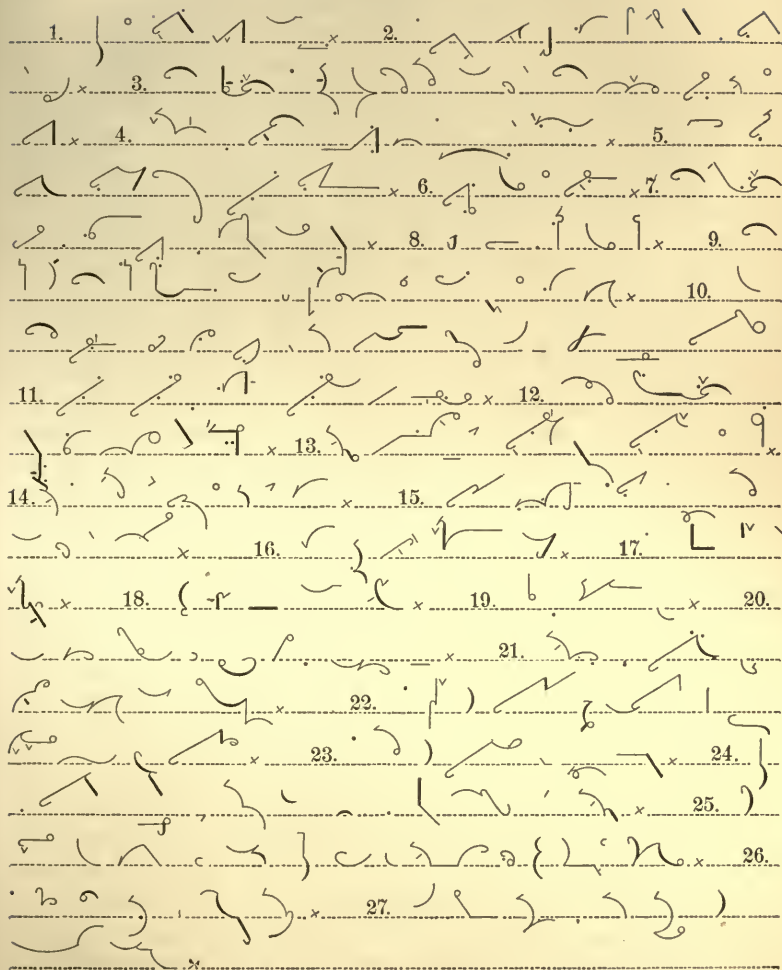
—See plate 86: 1. Messrs. Keller, Schiller, and Naylor, the millers, have purchased a new boiler. 2. Mr. Roler, the tailor, is a dealer in high-class clothing. 3. Messrs. Freeman and Forman, the jewelers, would have been robbed but for the valor of the night watchman, who captured the thieves in the act after a prolonged and desperate struggle, in which one of them was severely wounded.

VARIOUS EXPRESSIONS OF THE ASPIRATE.

14. See plate 87: 1. It was his hobby to ride in a hack. 2. The hoop rolled down the hill until stopped by a heap of ashes. 3. Mr. Dusenheimer, the hussar, fell from his horse in front of Mr. Mannheim's house and hurt his head. 4. Hiram and Homer carried home the hamper of hominy. 5. I can heave the heavy hinge further than Harry Hitchcock. 6. Hattie's voice is husky. 7. Mr. Oppenheimer wears a silk hat, and heliotrope in his button hole. 8. I don't care a whit for his wit. 9. Mr. Wight saw Mr. White drinking wine; yet at the same time he is whining about his ill health. 10. If Mrs. Hassock served less hash to her hungry boarders she could justly exact higher prices. 11. Harry Harris and Hiida Harrison are cousins. 12. Messrs. Fligenheimer & Budenbender sell molasses by the hogshead. 13. Herbert's reckless acts on the horizontal bar horrified his sister. 14. The horn of the hunter is heard on the hill. 15. Henry Hamilton hitched the handsome horse in front of my house. 16. I will hazard running the hydraulic engine. 17. The dog died of hydrophobia. 18. They were huddled together in a hovel. 19. It is an historical fact. 20. No humane person would sanction such an inhuman act. 21. Herman and Harvey found the lowlands unhealthy in the springtime. 22. The title was hereditary, and those who inherited it acquired likewise many valuable hereditaments. 23. The horse was harnessed to a hansom cab. 24. It was a horrible accident, and the horror of it made a deep impression on Herbert. 25. Their cries for help were unheard, and it was only after herculean efforts that they escaped with their lives. 26. The treatment seemed harsh, but might have been harsher. 27. She spoke harshly, and her harshness was entirely uncalled for.

PLATE 87.

VARIOUS EXPRESSIONS OF THE ASPIRATE.



CHAPTER XVIII.

INDEX AND GENERAL REVIEW EXERCISES.

1. Following is an index to the most important of the shorthand features. Under each heading is a list of words embodying the special features covered by such heading. Before beginning miscellaneous dictation, the learner's knowledge of rudimentary shorthand should be tested and strengthened by means of the thorough review provided by this index. The paragraphs in the text referred to under each heading of the index should be consulted, and then the words under that heading should be carefully written (on the plan laid down on page 21), and presented to the teacher for criticism. Each subject of the index should be treated in this manner. This review will be found to be invaluable, and will vastly repay the learner for all the time spent upon it. A teacher should not allow a pupil to begin miscellaneous dictation until he has finished this test.

INDEX.

2. **Nomenclature.**—Page 11, pars. 3 to 5 ; p. 16, par. 16 ; p. 59, pars. 11 to 15 ; p. 82, par. 20 ; p. 87, par. 40 ; p. 104, pars. 15 to 20 ; p. 107, plate 24 ; p. 121, par. 13 ; p. 127, par. 23 ; p. 148, pars. 4 and 5 ; p. 152, par. 18 ; p. 156, par. 31 ; p. 181, par. 16 ; p. 194, par. 14 ; p. 196, par. 18 ; p. 215, par. 3 ; p. 218, pars. 12 and 14. In this special exercise, after writing the *outline* of a word, also write the *name* of the sign, making each stem the basis of a new name and uniting in the name of each stem all the sounds expressed by its various modifications—circles, hooks, lengthening, halving, etc. For instance, the outline for “soap” is named Sep ; the outline for “supper” is named Sepr ; “spry,” Spre ; “pass,” Pes ; “passes,” Peses ; “past,” Pest ; “pastor,” Pestr ; “pastry,” Pes-Tre ; “thin,”

Then ; “then,” Dthen ; “try,” Tre ; “tire,” Tu-Ur ; “tarry,” Tu-Ru, etc. As the vowel may be placed before or after the stem-consonant sound, its order in the name should be made to conform as nearly as possible with the order in the spoken word. For example : The name of the sign for “soup” would be Sep ; that for “Spy” would be Spe, etc. Write : Sup, super, spry, pass, passes, past, pastor, pastry, thin, then, try, tire, tyro, splice, supplies, sprays, rain, earn, clause, quest, twist, wine, war, willow, honor, whim, humor, pirate, port, winter, Walter, fritter, flatter, pains, compose, composition, compensation, strut, start, brave, blown, balloon, Bologna, sense, sensation, sanction, sensational, lame, elm, bush, bushy, friend, flint, effort, offered, impugned, mend, repeal, Ripley, reply, noon, anoint, synonym, auction, caution, store, story, stored, swear, sworn, swerve, swell, swine.

3. **Position.**—Page 33, pars. 23 to 33 ; p. 43, pars. 69 to 72 ; p. 64, pars. 5 to 10 ; p. 86, par. 36 ; p. 118, pars. 3 and 4 ; p. 176, par. 7 ; p. 236, pars. 17 and 18. Write : Plan, plant, statue, statute, state, note, notables, noble, nobles, in-your-city, New-York-City, gasp, gasped, author, throw, threw, you-see, enjoy, nudge, enlarge, no-joy, he-is, he-has, he-would, who-would, I-will, he-will, if-they, for-them.
4. **Aspirate.**—Page 6, par. 16 ; p. 17, par. 31 ; p. 48, pars. 88 and 89 ; p. 106, par. 25 ; p. 161, par. 46 ; p. 199, par. 26. Write : Hire, hero, home, human, inhuman, health, unhealthy, hazy, house, hawk, hug, hung, hogshead, manhood, halt, comprehend, buttonhole.
5. **Primitives and Derivatives.**—Page 25, par. 64-*e* ; p. 43, par. 70 ; p. 62, pars. 24 to 26 ; p. 80, pars. 14 and 15 ; p. 86, pars. 35 to 38 ; p. 92, par. 45 ; p. 127, par. 24 ; p. 128, par. 30 ; p. 136, par. 45 ; p. 137, par. 48 ; p. 160, par. 45 ; p. 179, par. 13 ; p. 189, par. 7 ; p. 191, par. 11 ; p. 197, par. 20 ; p. 202, par. 37 ; p. 220, par. 18 ; p. 224, par. 28 ; p. 233, par. 12. Short-

hand rules generally apply to *primitive words*, the outlines of which are made the basis of the derivatives. The following words are presented as a drill upon this thought. In each case, first determine the shorthand outline of the primitive word and write it. Then, additionally, write the outline of the derivative—using the primitive form as the basis, and allowing such primitive form to retain its original position with reference to the line of writing. To illustrate: “Planter—Plent-3, Plent-3-Ur; “unusual”—Zhu-2, Un-Zhu-2, etc. Write: Planter, planted, plants, unusual, notables, nobles, central, centralization, needed, ended, handed, spiritual, spiritually, spirituality, unsatisfactory, materialization, unbalanced, angelic, dishonorable, explanatory, similarly, diminution, condemnation, borrower, bearer, brewer, patentable, discernible, uninfluenced, disbelief, dampened, unseemly, unsafe, insolvable, unsuitable.

6. **Variation of Outline Influenced by Vowel Relation.**—Page 25, pars. 61 to 63; p. 45, pars. 74 to 90; p. 74, par. 3; p. 81, pars. 16 to 19; p. 105, par. 21; p. 118, par. 2; p. 130, par. 32; p. 144, par. 1; p. 149, pars. 8 and 9; p. 152, par. 20; p. 179, par. 12; p. 187, par. 4; p. 193, par. 12-*b*; p. 215, par. 5; p. 229, pars. 2 to 5: Ark, rack, lodge, allege, elm, laine, impelled, implied, storm, stream, bestrew, boaster, strut, start, jests, justice, Sitka, stick, apportion, apparition, oppression, grant, granite, imp, map, embers, embrace, phenomenon, phenomena, grave, gravy, photograph, photography, brain, brainy, baron, barony, froze, frowzy, ferries, Pharisee, place, Plassy, police, poles, policy, fish, fishy, Ashby, Shewby, perfection, provocation, special, especial, proofs, profess, request, requisite.

7. **Variation of Outline Influenced by Joining.**—Page 17, par. 31; p. 24, par. 60; p. 49, pars. 91 to 98; p. 87, pars. 38 and 39; p. 105, par. 21-*c*; p. 126, p. 128, pars. 27 to 31; p. 150, pars. 12 and 14; p. 153, pars. 21 to 24; p. 156, par. 30; p. 158, pars. 35 to 44; p. 179, pars. 13 and 14; p. 192, par. 12-*a*; p. 196, pars.

19 to 23; p. 215, par. 6; p. 218, par. 8; p. 222, par. 20; p. 230, pars. 6 to 8. Write: Lured, allured, French, flinch, branch, plunge, Denver, Danish, quickened, blackened, secretion, seclusion, picked, kicked, locate, elect, fatigue, Monday, month, graphic, gravity, nunnery, ninth, Lennox, lunches, Monmouth, manifest, justify, vestige.

8. Simple Circles and Loops Contrasted with Hook-Circles and Loops.—

Page 83, par. 22; p. 152, par. 17-*b*; p. 153, par. 21-*c*; p. 195, par. 17; p. 198, par. 21; p. 234, par. 13. Write: Concede, consider, dance, dancer, desire, skins, screens, Sarah, Sahara, sorrow, Soho, sprays, sprains, enjoys, enjoins, traces, trances, wrist, wrinsed, cleanses, closes, disgrace, disguise, expensive, expressive, dozings, dancings, gossip, gospel, whisp, whisper, despise, disappears.

9. Various Expressions of "N" and "Shn" Contrasted.—

Page 87, pars. 38 and 39; p. 154, par. 23; p. 198, par. 22; p. 217, pars. 10 to 13; p. 220, pars. 17 to 21; p. 222, pars. 22 and 23; p. 233, par. 11. Write: Enslave, unsafe, encircle, unseemly, unsurmountable, unanswerable, unstring, unstable, frozen, Fresno, reason, arson, mason, Anson, Lawson, Allison, Johnson, Jennison, opposition, poison; accession, Casson; recession, reason; mason, musician; conversion, conversation; compassion, composition; mission, musician; succession, suction.

10. "Ed" Syllable, Various Expressions of.—

Page 87, par. 37; p. 132, pars. 39 and 40; p. 233, par. 12. Write: Locate, located; elect, elected; excite, excited; befriend, befriended; treat, treated; boast, boasted; flatter, flattered; fritter, frittered; scent, scented; sand, sanded; salt, salted; plot, plotted; plead, pleaded.

11. Prefixes.—

Page 68, pars. 20 to 23; p. 94, par. 49; p. 131, pars. 36 to 38; p. 164, par. 52; p. 200, par. 32. Write: Conceive, inconceivable, company, accompany, commission, commotion, connected, consciousness, self-respect, self-conceit, circumvent,

circumscribe, interlace, unlace, twine, untwine, intertwine, untwined, intertwined, intercept, anticipate, entertain, interdict, introduce, introduced, introduction, magnificence, magnify, magnitude, magnanimity, magnesia, unreconcilable, in receipt, in reply, in regard, concomitant, non-committal, non-compliance, non-conformity, contradict, countermand, controversy, countermine, counterplot, counterbalanced, controvertible, uncontrovertible, convertible, unconvertible, uncontradicted, hydrophobia, hydrography, hydrogen.

12. **Suffixes.**—Page 68, pars. 21, and 24 to 26; p. 94, par. 50; p. 132, pars. 39 to 41; p. 165, par. 53; p. 201, par. 33. Write: Saying, sayings, building, buildings, findings, belongings, casings, castings, having-the, giving-the, mockingly, lovingly, amazingly, hoping-you, yourself, yourselves, ourself, ourselves, themselves, thyself, herself, himself, funniest, finest, prettiest, meanest, wisest, laziest, gravest, closest, leanest, honestly, nicely, twenty, thirty, forty, successful, attain, attainable, tenable, spoonful, questionable, objectionable, insurmountable, amenable, instructive, corrective, collective, commencement, resentment, achievement.
13. **Consonants Omitted.**—Page 61, par. 20; p. 63, par. 1; p. 94, par. 51; p. 138, par. 50-*f*; p. 159, pars. 38 to 44; p. 163, pars. 51-*a* and *g*; p. 199, pars. 26 to 31; p. 223, par. 24. Write: Mostly, must-be, effects, affects, purpose, transfer, passenger, messenger, stranger, manager, trustworthy, explode, exclaim, extreme, justification, specification, classification, identical, distinction, sanction, most-certainly, book-keeper, take-care-of, for-instance, forthwith, henceforth, thenceforth, Jefferson, Jeffersonville, investigate, investigation, former, formal.
14. **Words Omitted.**—Page 111, par. 35; p. 163, par. 51-*f*; p. 165, par. 54; p. 255, par. 6. Write: Some-of-the, one-of-the, many-of-the, constitution-of-the-United-States, all-over-the-country, in-all-parts-of-the-world, again-and-again, over-and-

over, more-or-less, sooner-or-later, once-in-a-while, in-order-to-do-so, in-regard-to-the, one-of-them, some-of-them, many-of-them, days-of-the-month, days-of-the-year, days-of-the-week, years-of-age.

15. **Compound Words.**—Page 68, par. 19 ; p. 92, par. 46 ; p. 108, par. 31 ; p. 137, pars. 47 and 48 ; p. 161, par. 49 ; p. 204, par. 39. Write : Anything, altogether, although, anybody, nobody, anyhow, nohow, somehow, evermore, forever, forevermore, moreover, overwhelm, underestimate, understand, wheresoever, whereon, wherein, whereof, wherever, wherefore, whereto, whereat, hereon, herein, hereafter, hereunder, hereinbefore, thereon, therein, thereof, thereto, thereat, thereafter, therefore, underhanded, beforehand, behindhand, withstand, withdraw, withal.

16. **Conflicting Words Distinguished.**—Page 61, par. 23 ; p. 65, pars. 11 to 16 ; p. 85, par. 32 ; p. 93, par. 48 ; p. 95, par. 52 ; p. 109, par. 32 ; p. 118, pars. 3 and 4 ; p. 120, par. 10 ; p. 124, par. 17 ; p. 126, par. 21 ; p. 131, par. 36 ; p. 138, par. 50 ; p. 158, par. 37 ; p. 159, par. 42 ; p. 180, par. 15 ; p. 193, par. 13 ; p. 198, par. 23 ; p. 220, par. 18 ; p. 223, par. 25 ; p. 234, pars. 14 to 20 ; p. 241, pars. 23, 26, 28, and 29 ; p. 253, par. 5. Write : Bright, broad ; possible, peaceable ; inner, near ; any, in ; thorough, through ; their, other ; pledges, apologies ; poor, pure ; market, marked ; prosecute, persecute ; breath, berth ; turn, train ; propose, purpose ; island, highland ; petrify, putrefy ; petrified, putrefied ; petrification, putrefaction ; patron, pattern ; prominent, permanent, pre-eminent ; prompt, permit, promote ; predict, protect, predicate ; unavoidable, inevitable ; violence, vileness ; decease, disease ; gentleman, agent ; Persian, Prussian ; auditor, editor, debtor, daughter ; monster, minister ; proffer, prefer ; tenable, attainable ; idolatry, adultery ; insight, honesty ; undefined, indefinite ; noisy, uneasy ; ply, apply ; wait, await ; moral, immoral ; mortal, immortal ; mis-

sion, emission; motion, emotion; infectious, inefficacious; resolute, irresolute: amazing, amusing; adopt, adapt; prove, approve; choke, chuck; meager, mediocre.

17. **Phrases.**—Pages 63 to 68; p. 92, par. 47; p. 108, par. 30; p. 137, par. 49; p. 161, pars. 50 and 51; p. 181, pars. 21 to 24; p. 205, pars. 40 and 41; pp. 253 to 264. Write: It was, and it was, and there was, but there was, and you may, but you may, and you should, but you should, when he is, when he will, and he, and the, and who, and how, and to, and a-an, and as to, and as to the, on the, should the, and I, and I have, he was, I was, if he was, for he was, one (of) them, some (of) them, many (of) them, I will be, you will be, if you will be, you are, if you are, for you are, if you are not, for you are nōt, have them, as the, is the, to his-us, of his-us, on his-us, he is, he has, and is-his, and has-as, such as-has, as much as, if they, for them, (their-there), they-are, there are, that there was, there ought to be, there would be, there were to be, I think, I thank, during the, in receipt, in receipt of your letter, I am in receipt of your letter, in reply, in reply to your letter, in regard, in regard to the matter, in response, replying to your letter, is to be, has to be, has been, who have been, which have been, they have not been, it will not be, they will not be, we can, we can be, we cannot, we cannot be, as long as, as soon as, at all events, at any rate, some other time, some time or other, days of the month, did not, do not, had not, there has been, there is to be.

18. **Different Expressions of "A," "An," "And," and "The."**—Page 65, pars. 12 to 16. Write: A fee, and if; an otter, and try, a tree, the tree; for the time, for a time, for an item; in the yard, in a yard; is a-an, is the; as a-an, as the; build a house, build the house; an apple, a plow.

CHAPTER XIX.

MISCELLANEOUS DICTATION.

The engraved notes of the following articles should be first read and carefully copied. Then write from the key into shorthand, verifying by comparison with the engraved notes.

FROM "MY KINDERGARTEN" BY R. BURDETTE.

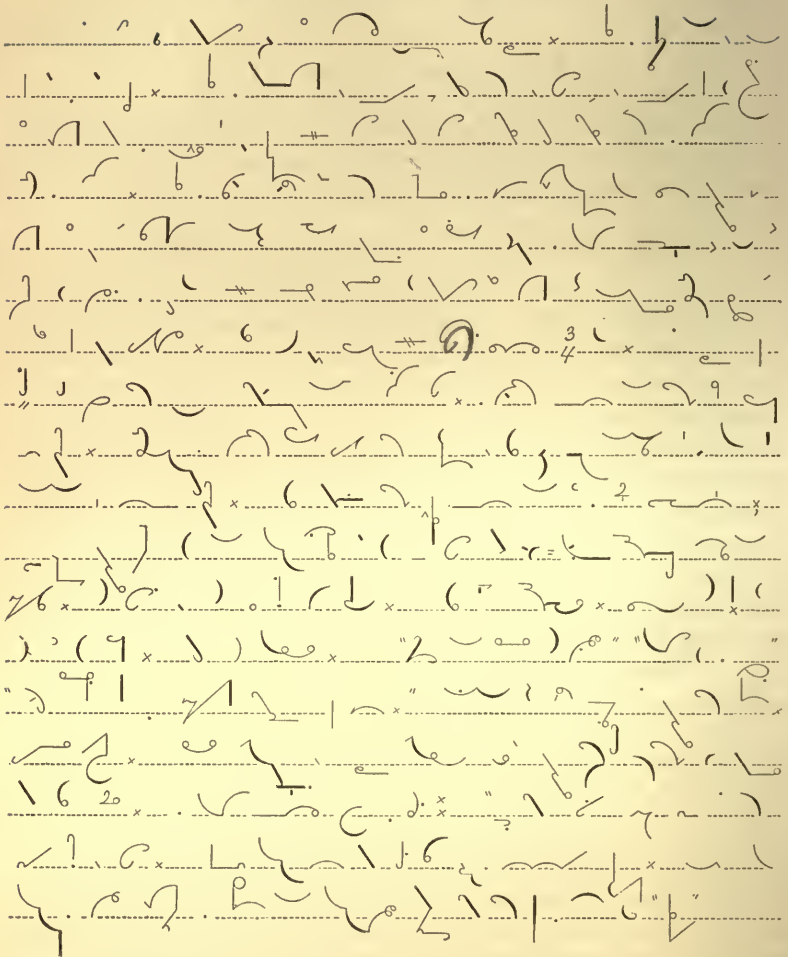
SEE PLATE NO. 88.

The child who is born too old is always handicapped in this school. It is a dangerous thing to know it all, and all at once. It is a big load to carry, and the best way to learn how to carry it without spilling is to load up an ounce or two at a time—line upon line, precept upon precept; here a little and there a little. It is a slow sort of a way, and takes a whole life-time for some pupils; but the load is put on solidly in that way, and when the pack is "cinched" as it should be, a fellow can go to the end of the trail without losing a pound of it—except, of course, that portion of his load that he unpacks and throws away as fast as he finds it to be worthless. That is usually about one-half—we will say sometimes three-fourths of it.

. . . The school at Eden did not last very long; broke up in a little while. A loafer came in from the street one day and made trouble. And there has never been a loafer in all the world from that time to this who was good for anything else, or who ever did anything but make trouble. This beggar from the outside came in with a short-cut curriculum; agreed to take the pupils and teach them in five minutes all they could learn by the old-fogy kindergarten methods in seventy years. Easy learning, too; easy as eating your dinner. This caught the kindergartners. Something easy!—that was what they wanted. Been so ever since. "German in six easy lessons;" "Violin without a master;" "Earn sixty dollars and

PLATE 88.

FROM "MY KINDERGARTEN" BY R. BURDETTE.



seventy dollars per week at home." Anything of that sort catches the pupils every time. Works right along. Since I have been going to school I have seen hundreds of pupils every year drawn away from the old books by these "short-cuts." A fellow comes along and says: "Can't remember, eh? Shouldn't think you could, the way you are trying to learn. Take you five, maybe ten years to cultivate a memory at that rate. Now, for five dollars a lesson I will teach you a system in five lessons by which you can remember every date and important event," etc.

WHAT CONSTITUTES A TRUE TEACHER.

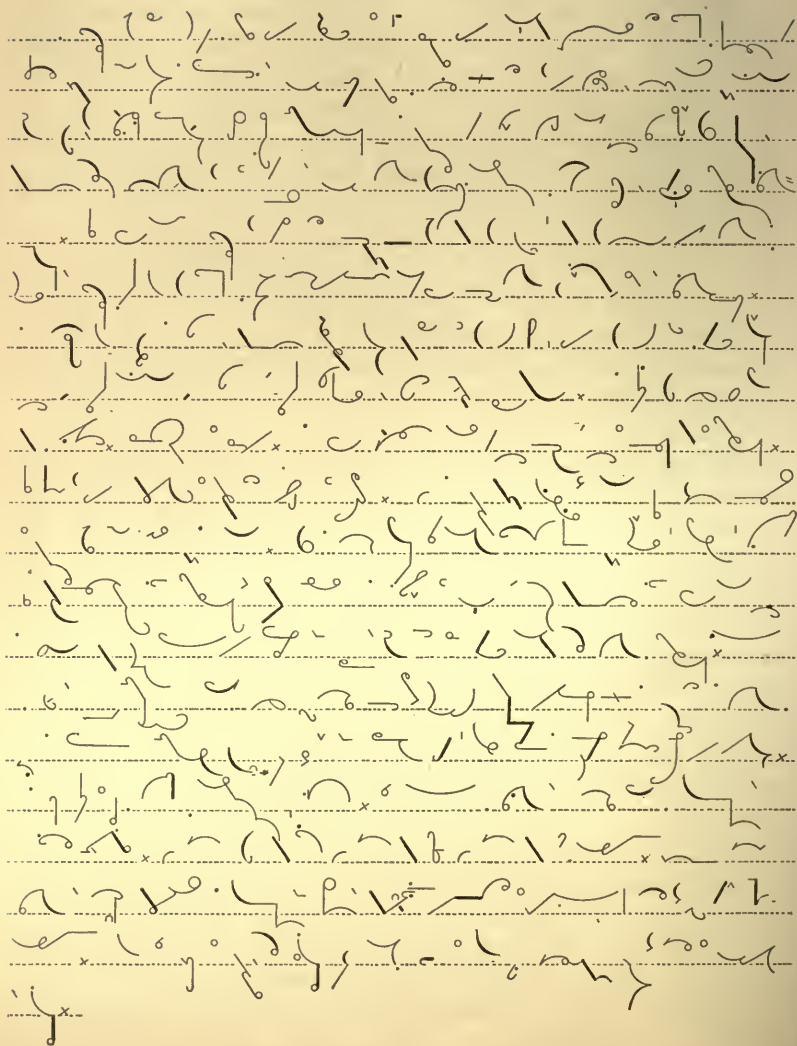
SEE PLATE NO. 89.

Extract from an Address by Archbishop Spaulding of Peoria (Ill.), delivered at the Autumn Convocation of the Chicago University, October 2, 1899:

A university, I think, is not so much a place where all that is known is taught, as a place where noble and luminous minds create an atmosphere which it is impossible to breathe and not feel the quickening of new and larger hopes and aims—minds that are less concerned to impart information about anything whatever than to solicit, call forth, sustain, strengthen, and bring into act the powers which lie latent in the human soul, striving themselves day by day to become wiser and more loving that with each access of new life they may thrill, inspire, and impel others to generous and persevering self-activity. It is only in a university that such minds can be brought together, and they, be they few or be they many, are the life and essence of university teaching, for they create an intellectual and moral climate in which one cannot live without imbibing the spirit of self-culture.

The important consideration for those who have the will to become all that is possible for them to be is not what they shall study, but where they shall find a genuine, vital man who teaches anything, who while he teaches still continues to learn and upbuild his own being. The teacher, then, must, first of all, be a real man. Scholarship is

WHAT CONSTITUTES A TRUE TEACHER.



secondary. The only wholesome influence which man can have on man is exerted by his personality. It is admitted that where observation is possible we may not rest content with explanation. Let the pupil be brought face to face with the thing itself that he may exercise his powers on this and not on words about the thing.

This is the method of all teaching, which is, never merely talk about science or philosophy, or literature, but is above all exemplification, concrete presentation of the subject; and since the highest we know on earth becomes concrete only in man, the first thing to be asked for, when there are questions of a school of whatever kind, is a genuine, noble, wise, and loving personality. Neither a fund of accurate and pertinent information nor the most approved methods can supply the essential pedagogical requisite—the awakened mind, the loving heart, the quick and comprehensive view, to which as to the eye of a skilful general or physician, the exigencies of each moment and situation are revealed.

The true teacher is at once a leader, an inspirer and a healer. He is neither a slave of methods nor a victim of whims and hobbies. Let him then be free, let him be trusted, let him be cheered in his work. To make him the slave of minute observances, the victim of a system of bureaucratic regulations, is to render it impossible that he should find joy and delight in his work. If he is to train his pupils to a wise self-confidence, without which nothing great is ever achieved, he must not be made to feel that he himself is unworthy of confidence.

THE FUNCTIONS OF A BANK.

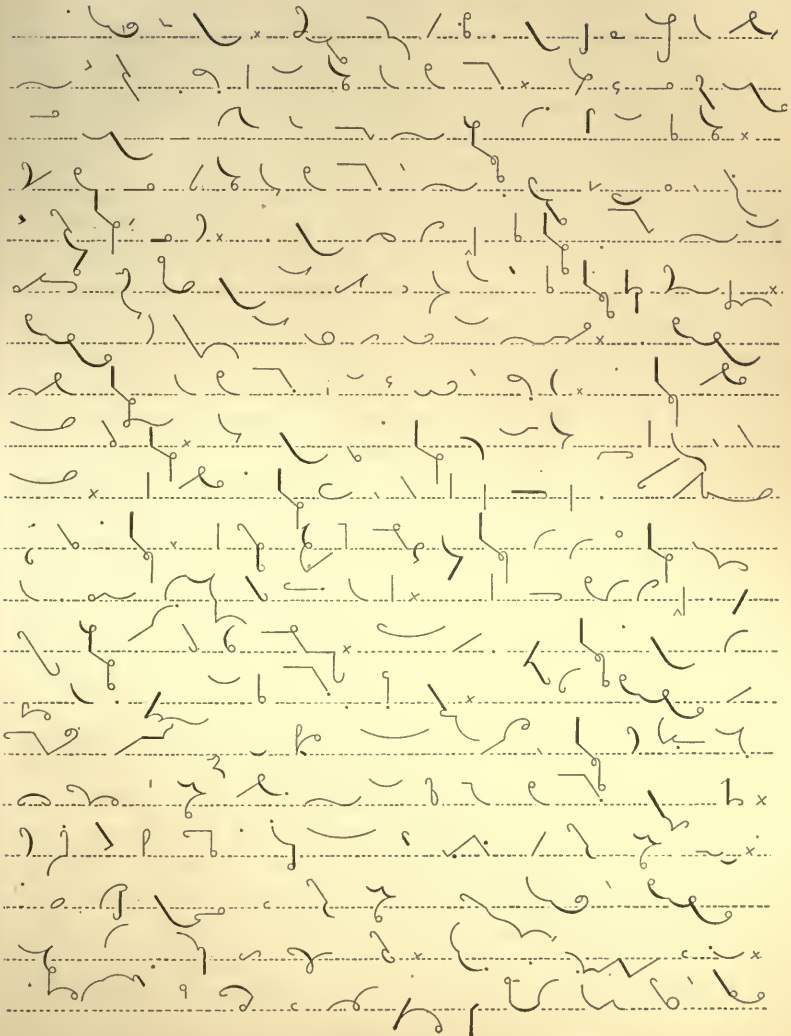
SEE PLATES 90, 91, AND 92.

There is a common-place error which sets a bank down as an institution for receiving the money of the people and storing it in vaults for safe keeping. If such were the case there would be no banks, because no bank could live if it kept the money of its depositors lying idle in its vaults. There are safe deposit companies which have vaults for the safe-keeping of money and valuables, but the owner has to pay for all the privileges he gets there. A bank must loan out its deposits and keep the money in circulation, and therefore, the "strongest" bank in the world would fail, if all its depositors demanded their money at the same time.

Savings Banks, so popular in the United States, are not known in many countries. A savings bank may receive deposits of money for safe keeping, but not with the intention of storing them. The depositor receives interest upon his deposit. If the bank puts the deposit away in a vault, how can it afford to pay interest? It receives the deposit only to pay it out again at a higher rate of interest than it pays the depositor. It proceeds on this theory and it expects that the average depositor will allow his deposit to remain for a certain length of time before calling for it. It can safely loan out a large proportion of its deposits relying upon this expectation. When there are a large number of depositors the bank will at all times have a large amount of money in its keeping, waiting to be called for. While savings banks are corporations, regulated and chartered under State laws, in their relations to depositors, they are theoretically nothing more than firms or individuals receiving money in trust and for safe keeping, to be returned on demand. Their control by the State creates the confidence in their ability to repay, which private individuals could not command. The first London bankers were private individuals performing the functions of savings banks. In those times law and order were not universally prevalent. Thieving and armed robbery were common. The Lombard street merchants were mostly jewelers who had strongly fortified places of business

PLATE 90.

THE FUNCTIONS OF A BANK.



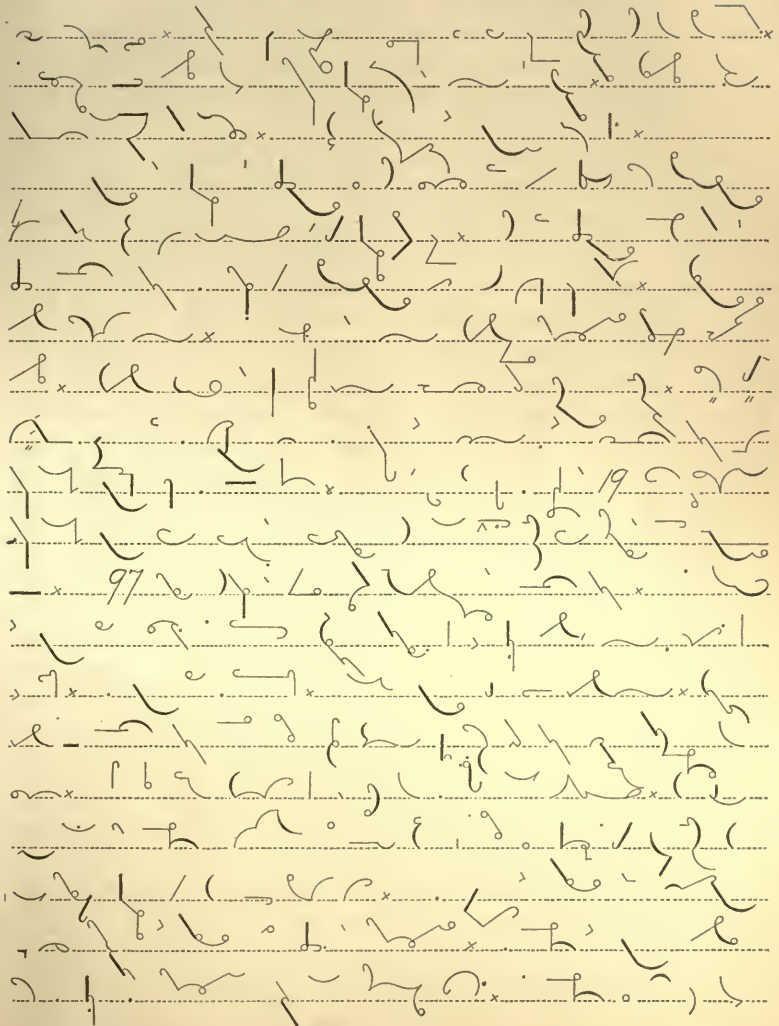
and maintained armed guards. People who had no such places of security were wont to takè their valuables there for safe keeping. The goldsmiths gave receipts for the property deposited, whether of money or valuables. These receipts finally became negotiable by endorsement. They were the forerunner of the bank note of our day.

Banks of Deposit, or discount banks, as they are sometimes called, are distinguished from savings banks chiefly by the fact that they allow no interest on general deposits subject to check. They are called discount banks because they buy or discount commercial paper, a proceeding which savings banks are not usually allowed to do, by law. These banks receive very little money. Instead of money, they receive checks, promissory notes, bills of exchange, and warehouse receipts. They receive evidences of debt, titles to money, and claims upon other banks and other people. Sir John Lubbock, who was connected with a London Bank, made a computation of the amount of money and of the amount of commercial paper actually paid into the bank during a given time.

He found that out of a total sum of nineteen million pounds sterling, paid into the bank, only one-half of one per cent. was in coin, and there was only three per cent. of coin and bank notes together. Ninety-seven per cent. was composed of checks, bills, and various forms of commercial paper. The function of the bank is not simply the collection of this paper by presenting it to the debtor, receiving the money and returning it to the creditor. A bank is not a collector. In fact, banks do not care to receive money. They prefer to receive good commercial paper, because experience tells them that the money due from them, upon the paper, will not be called for by their customers for some time. Until it is called for they may loan it to others for a consideration in the shape of interest. They do not know how long any particular customer will leave his account with them, but experience has demonstrated the general average, and therefore they know the percentage of deposits which they can safely loan. A large portion of the business of a modern bank and a most profitable part of the business, is the discounting of promissory notes.

PLATE 91.

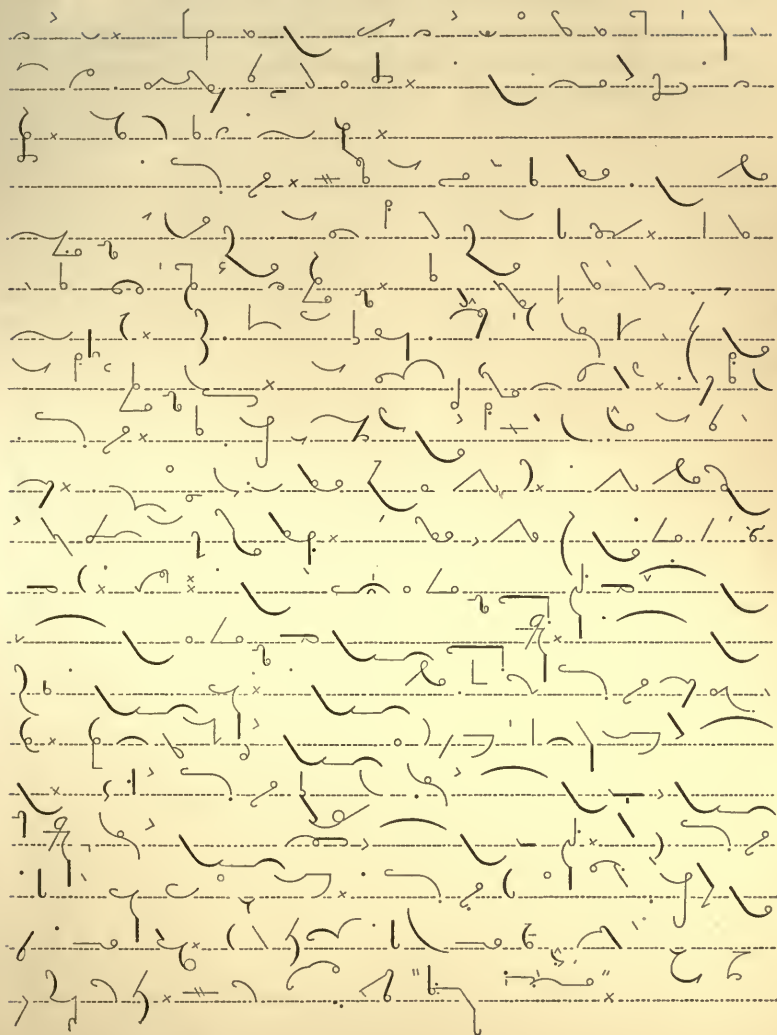
THE FUNCTIONS OF A BANK (CONTINUED.)



A customer of the bank receives from a debtor a promissory note payable in three months, we will say. The customer has immediate use for the amount of the note. He takes it to his bank where the amount of the note is placed to his credit, or paid to him, less a certain percentage which is agreed upon as discount. The bank makes by the transaction the amount of this discount. In this way it has loaned the money of its depositors.

The Clearing House.—In the course of a day's business a bank receives many checks and drafts on the various other banks in the same city, and upon other banks in different parts of the country. It pays to its customers or credits them with the amounts of these checks and drafts. It is bound to present them at the place of payment and get the money due on them. There was a time when it would send a messenger or officer, daily, to each of the other banks in the city with its checks and drafts for collection. In the smaller towns that practise may still be followed. The larger cities have a clearing house. It is an institution under the management of all the banks of the city—all having a voice in the choice of manager. A room is secured for the common business, and each bank has a representative there. The representative receives from his bank all the paper which has come in during the previous business day. He presents to the representatives of the other banks the checks which he holds against them. To illustrate, the Bank of Columbia has checks and drafts aggregating \$10,000 against the Empire Bank; but the Empire Bank has checks and drafts against the Bank of Columbia aggregating \$9000. The Empire Bank, therefore, owes the Bank of Columbia \$1000. The Bank of Columbia receives a ticket from the clearing house manager certifying to this fact. This ticket may be passed into the assets of the Bank of Columbia as so much cash, or it may be paid in cash by the Empire Bank. Without the aid of the clearing house it would have been necessary for an officer of the Empire Bank to go to the Bank of Columbia and draw \$9000, and an officer of the Bank of Columbia must have gone to the Empire Bank to get \$10,000. By using the clearing house, the differ-

THE FUNCTIONS OF A BANK (CONCLUDED.)



ence of \$1000, only, is handled in cash. The clearing house then is simply an institution by which the banks adjust the accounts between themselves. They pay each other merely the difference of their accounts, and thus avoid the labor of handling the actual amounts to which they are entitled from each other.—*From Williams and Rogers "Descriptive Economics."*





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